

Submit originals (including syllabus) and one copy and electronic copy to the **Faculty Senate Office**
 See <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures/> for a complete description of the rules governing curriculum & course changes.

CHANGE COURSE (MAJOR) and DROP COURSE PROPOSAL
 Attach a syllabus, except if dropping a course.

SUBMITTED BY:

Department	Fisheries	College/School	SFOS
Prepared by	Courtney Carothers	Phone	907-274-9699
Email Contact	clcarothers@alaska.edu	Faculty Contact	same

1. COURSE IDENTIFICATION: As the course now exists.

Dept	FISH/ANTH	Course #	412	No. of Credits	3
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COURSE TITLE	Human-Environment Research Methods
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2. ACTION DESIRED: Check the changes to be made to the existing course.

Change Course	<input checked="" type="checkbox"/>	If Change, indicate below what is changing.	Drop Course	<input type="checkbox"/>
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NUMBER	TITLE	DESCRIPTION
PREREQUISITES*	<input checked="" type="checkbox"/>	FREQUENCY OF OFFERING
		<input checked="" type="checkbox"/>

*Prerequisites will be required before a student is allowed to enroll in the course.

CREDITS (including credit distribution)		COURSE CLASSIFICATION	
ADD A STACKED LEVEL <small>(400/600) Include syllabi.</small>	<input checked="" type="checkbox"/>	Dept.	FISH/ANTH
		Course #	612

How will the two course levels differ from each other? How will each be taught at the appropriate level?:

600-level students will complete substantially more reading than 400-level students, they will have more homework assignments that will be more detailed and challenging, and their final research project will require significantly more work than 400-level students. Additionally, 600-level students will rotate presenting their homework to the class each week.

Stacked course applications are reviewed by the (Undergraduate) Curricular Review Committee and by the Graduate Academic and Advising Committee. Creating two different syllabi—undergraduate and graduate versions—will help emphasize the different qualities of what are supposed to be two different courses. The committees will determine: 1) whether the two versions are sufficiently different (i.e. is there undergraduate and graduate level content being offered); 2) are undergraduates being overtaxed?; 3) are graduate students being undertaxed? In this context, the committees are looking out for the interests of the students taking the course. Typically, if either committee has qualms, they both do. More info online – see URL at top of this page.

ADD NEW CROSS-LISTING	<input type="checkbox"/>	Dept. & No.	Requires approval of both departments and deans involved. Add lines at end of form for additional signatures.
STOP EXISTING CROSS-LISTING	<input type="checkbox"/>	Dept. & No.	Requires notification of other department(s) and mutual agreement. Attach copy of email or memo.
OTHER (specify)	<input type="text"/>		

3. COURSE FORMAT

NOTE: Course hours may not be compressed into fewer than three days per credit. Any course compressed into fewer than six weeks must be approved by the college or school's curriculum council and the appropriate Faculty Senate curriculum committee. Furthermore, **any core course compressed to less than six weeks must be approved by the Core Review Committee.**

COURSE FORMAT: <small>(check all that apply)</small>	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input checked="" type="checkbox"/>	6 weeks to full semester
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OTHER FORMAT (specify all that apply)	<input type="text"/>
Mode of delivery (specify lecture, field trips, labs, etc.)	Lecture and discussion

4. COURSE CLASSIFICATIONS: (undergraduate courses only. Use approved criteria found in Chapter 12 of the curriculum manual. If justification is needed, attach separate sheet.)

H = Humanities <input type="checkbox"/>	S = Social Sciences <input type="checkbox"/>
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Will this course be used to fulfill a requirement for the baccalaureate core?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
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IF YES*, check which core requirements it could be used to fulfill:

O = Oral Intensive, *Format 6 also submitted	<input type="checkbox"/>	W = Writing Intensive, *Format 7 submitted	<input type="checkbox"/>	X = Baccalaureate Core	<input type="checkbox"/>
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4.A Is course content related to northern, arctic or circumpolar studies? If yes, a "snowflake" symbol will be added in the printed Catalog, and flagged in Banner.

YES	<input type="checkbox"/>	NO	<input checked="" type="checkbox"/>
S			X

5. COURSE REPEATABILITY:

Is this course repeatable for credit? YES NO

Justification: Indicate why the course can be repeated (for example, the course follows a different theme each time).

How many times may the course be repeated for credit?

TIMES

If the course can be repeated with variable credit, what is the maximum number of credit hours that may be earned for this course?

CREDITS

6. **COMPLETE CATALOG DESCRIPTION** including dept., number, title, credits, credit distribution, cross-listings and/or stacking, clearly showing the changes you want made. (Underline new wording ~~strike through old wording~~ and use complete catalog format including dept., number, title, credits and cross-listed and stacked.)

Example of a complete description:

PS F450 Comparative ~~Aboriginal~~ Indigenous Rights and Policies (s)

3 Credits

Offered As Demand Warrants

~~Case-study~~ Comparative approach ~~in-assessing Aboriginal to analyzing Indigenous~~ rights and policies in different nation-state systems. ~~Seven Aboriginal situations~~ Multiple countries and specific policy developments examined for factors promoting or limiting self-determination. Prerequisites: Upper division standing or permission of instructor. (Cross-listed with ANS F450.) (3+0)

FISH F412 - Human-Environment Research Methods

3 credits

Offered ~~Spring~~-Fall Even-Numbered Years

Basic ~~Overview~~ of qualitative and quantitative social science methods for studying human-environment relationships. Introduction to research ethics, research design, data collection, data analysis and data reporting. Methods and data analysis techniques include interviews, text analysis, surveys, scales, cognitive anthropology and ethnoecology, social networks, behavioral observation, and visual methods. Provides hands-on training in data collection and data analysis software.

Cross-listed with ANTH F412. This course is stacked with FISH 612.

Prerequisites: FISH 411; junior or senior COMM F131X or F141X; ENGL F211X or F213X; upper level standing; or permission of instructor.

FISH F612 - Human-Environment Research Methods

3 credits

Offered Fall Even-Numbered Years

Detailed overview of qualitative and quantitative social science methods for studying human-environment relationships. Introduction to research ethics, research design, data collection, data analysis and data reporting. Methods and data analysis techniques include interviews, text analysis, surveys, scales, cognitive anthropology and ethnoecology, social networks, behavioral observation, and visual methods. Provides hands-on training in data collection and data analysis software.

Cross-listed with ANTH F612. This course is stacked with FISH 412.

Prerequisites: Graduate standing, or permission of instructor.

7. **COMPLETE CATALOG DESCRIPTION AS IT SHOULD APPEAR AFTER ALL CHANGES ARE MADE:**

FISH F412 - Human-Environment Research Methods

3 credits

Offered Fall Even-Numbered Years

Basic overview of qualitative and quantitative social science methods for studying human-

environment relationships. Introduction to research ethics, research design, data collection, data analysis and data reporting. Methods and data analysis techniques include interviews, text analysis, surveys, scales, cognitive anthropology and ethnoecology, social networks, behavioral observation, and visual methods. Provides hands-on training in data collection and data analysis software.

Cross-listed with ANTH F412. This course is stacked with FISH 612.

Prerequisites: COMM F131X or F141X; ENGL F211X or F213X; upper level standing; or permission of instructor.

FISH F612 - Human-Environment Research Methods

3 credits

Offered Fall Even-Numbered Years

Detailed overview of qualitative and quantitative social science methods for studying human-environment relationships. Introduction to research ethics, research design, data collection, data analysis and data reporting. Methods and data analysis techniques include interviews, text analysis, surveys, scales, cognitive anthropology and ethnoecology, social networks, behavioral observation, and visual methods. Provides hands-on training in data collection and data analysis software.

Cross-listed with ANTH F612. This course is stacked with FISH 412.

Prerequisites: Graduate standing, or permission of instructor.

8. GRADING SYSTEM: Specify only one.

LETTER:

PASS/FAIL:

9. ESTIMATED IMPACT

WHAT IMPACT, IF ANY, WILL THIS HAVE ON BUDGET, FACILITIES/SPACE, FACULTY, ETC.

This change is expected to have minimal impact. If more graduate or non-degree seeking students register for the 612 option in remote locations, there is a possibility that more video-conferencing rooms will need to be linked up to the course. The number of locations varies year-to-year. This course is part of instructor's annual workload. This additional course with additional students would add a small amount of work to the course.

10. LIBRARY COLLECTIONS

Have you contacted the library collection development officer (kljensen@alaska.edu, 474-6695) with regard to the adequacy of library/media collections, equipment, and services available for the proposed course? If so, give date of contact and resolution. If not, explain why not.

No

Yes

Library contacted on September 4, 2013; all resources available.

11. IMPACTS ON PROGRAMS/DEPTS:

What programs/departments will be affected by this proposed action?
Include information on the Programs/Departments contacted (e.g., email, memo)

This change may increase enrollments and may affect Fisheries, Marine Biology, and Anthropology.

12. POSITIVE AND NEGATIVE IMPACTS

Please specify positive and negative impacts on other courses, programs and departments resulting from the proposed action.

This action may have the positive impact of increasing course enrollments. The other graduate-level methods course are fairly discipline-specific. This general introduction to a suite of methods useful for social scientists conducting research in environmental arena should not compete with enrollments in currently offered classes.

The switch in timing from spring to fall better accommodates the fisheries course offerings, many of

which are offered in spring semester.

13. JUSTIFICATION FOR ACTION REQUESTED

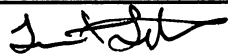
The purpose of the department and campus-wide curriculum committees is to scrutinize course change and new course applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. If you ask for a change in # of credits, explain why; are you increasing the amount of material covered in the class? If you drop a prerequisite, is it because the material is covered elsewhere? If course is changing to stacked (400/600), explain higher level of effort and performance required on part of students earning graduate credit. Use as much space as needed to fully justify the proposed change and explain what has been done to ensure that the quality of the course is not compromised as a result.

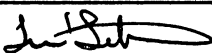
This course has been offered at the 400-level for several years. Each year, a majority of the students enrolled have been graduate students. Many have asked for a 600-level option. 600-level students will complete substantially more reading than 400-level students, they will have more homework assignments that will be more detailed and challenging, and their final research project will require significantly more work than 400-level students. Additionally, 600-level students will rotate presenting their homework to the class each week. The material we cover in the class lends itself well to basic introduction (400-level) and more detailed understanding that requires more effort in reading background material, practicing the methods, and completing substantial research utilizing a subset of methods taught (600-level). Through readings, more intensive practicing of the methods in homework assignments and a more challenging research project will contribute to 600-level students gaining a more detailed knowledge and ability to apply the methods we cover in the course. The 600-level students will begin to master these skills, whereas the 400-levels will gain a solid introduction and working familiarity but they will not gain the same level of mastery. These proposed changes will better serve the needs of both undergraduate and graduate students taking this course.

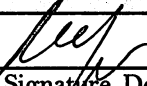
The requirement of FISH 411 for the FISH 412 course has been dropped. FISH 412 is a methods introductory course that does not require FISH 411 material as a pre-requisite. When I first designed the course, I thought it may require this prior knowledge, but as the course has developed, this pre-requisite is not necessary.

The course has been moved from spring to fall semester. The fall offering better aligns with other fishery courses offered in Fairbanks, many of which are offered in the spring semester. The fall offering will also enable the instructor to maximize instructional time spent in-person in Fairbanks (due to a duty station relocation to Anchorage). This switch will enable the instructor to travel to Fairbanks during fall semester only, rather than in both fall and spring.

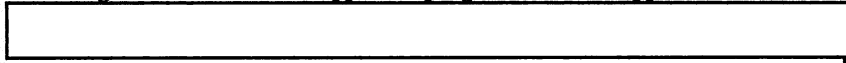
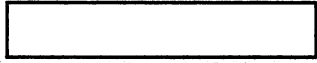
APPROVALS: (Additional signature blocks may be added as necessary.)

 Date 9/17/13
Signature, Chair, Program/Department of: Fisheries Division



 Date 9/17/13
Signature, Chair, College/School Curriculum Council for: SPOS

 Date Oct 7, 2013
Signature, Dean, College/School of: SPOS

Offerings above the level of approved programs must be approved in advance by the Provost:

 Date 
Signature of Provost (if applicable)

ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE.

 Date 

Signature, Chair

Faculty Senate Review Committee: Curriculum Review GAAC

Core Review SADAC

ADDITIONAL SIGNATURES: (As needed for cross-listing and/or stacking; add more blocks as necessary.)

See attached	Date	
Signature, Chair, Program/Department of:	GRADUATE FISHERIES program	
	Date	
Signature, Chair, College/School Curriculum Council for:		
	Date	
Signature, Dean, College/School of:		

Note: If removing a cross-listing, attach copy of email or memo to indicate mutual agreement of this action by the affected department(s). If degree programs are affected, a Format 5 program change form must also be submitted.

NOTE: Anthropology Department signatures are in progress; to be added to this submission when received. (As of 10/10/2013) jh



#12-GCCh.

Jayne Harvie <jbharvie@alaska.edu>

FISH F412

Fwd: Approval for FISH 412

Christina Neumann <clneumann@alaska.edu>
To: Jayne Harvie <jbharvie@alaska.edu>

Wed, Oct 9, 2013 at 1:17 PM

Here you go....

----- Forwarded message -----

From: Skatkinson <skatkinson@alaska.edu>
Date: Wed, Oct 9, 2013 at 1:14 PM
Subject: Approval for FISH 412
To: Christina Neumann <clneumann@alaska.edu>

> I, Shannon Atkinson, Program Chair for the Fisheries Graduate Program approve the major course change form for FISH 412/612: Human-Environment Research Methods.

>

> Thank you for your review of it!

>

>

> -

> Shannon Atkinson, PhD
Graduate Chair, Fisheries Division
School of Fisheries and Ocean Sciences

-

Christina Neumann
Academic Manager
School of Fisheries and Ocean Sciences
213 O'Neill Bldg
Fairbanks, AK 99775-7220
907-474-5840

FALL Hours:

Monday- Friday 9-5p
Class on Tuesdays and Thursdays 915-1130A

ATTACH COMPLETE SYLLABUS (as part of this application). This list is online at:
<http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-/uaf-syllabus-requirements/>

The Faculty Senate curriculum committees will review the syllabus to ensure that each of the items listed below are included. If items are missing or unclear, the proposed course (or changes to it) may be denied.

SYLLABUS CHECKLIST FOR ALL UAF COURSES

During the first week of class, instructors will distribute a course syllabus. Although modifications may be made throughout the semester, this document will contain the following information (as applicable to the discipline):

1. Course information:

Title, number, credits, prerequisites, location, meeting time
(make sure that contact hours are in line with credits).

2. Instructor (and if applicable, Teaching Assistant) information:

Name, office location, office hours, telephone, email address.

3. Course readings/materials:

Course textbook title, author, edition/publisher.
 Supplementary readings (indicate whether required or recommended) and
 any supplies required.

4. Course description:

Content of the course and how it fits into the broader curriculum;
 Expected proficiencies required to undertake the course, if applicable.
 Inclusion of catalog description is *strongly* recommended, and
 Description in syllabus must be consistent with catalog course description.

5. Course Goals (general), and (see #6)

6. Student Learning Outcomes (more specific)

7. Instructional methods:

Describe the teaching techniques (eg: lecture, case study, small group discussion, private instruction, studio instruction, values clarification, games, journal writing, use of Blackboard, audio/video conferencing, etc.).

8. Course calendar:

A schedule of class topics and assignments must be included. Be specific so that it is clear that the instructor has thought this through and will not be making it up on the fly (e.g. it is not adequate to say "lab". Instead, give each lab a title that describes its content). You may call the outline Tentative or Work in Progress to allow for modifications during the semester.

9. Course policies:

Specify course rules, including your policies on attendance, tardiness, class participation, make-up exams, and plagiarism/academic integrity.

10. Evaluation:

Specify how students will be evaluated, what factors will be included, their relative value, and how they will be tabulated into grades (on a curve, absolute scores, etc.) Publicize UAF regulations with regard to the grades of "C" and below as applicable to this course. (Not required in the syllabus, but is a convenient way to publicize this.) Link to PDF summary of grading policy for "C":

http://www.uaf.edu/files/uafgov/Info-to-Publicize-C_Grading-Policy-UPDATED-May-2013.pdf

11. Support Services:

Describe the student support services such as tutoring (local and/or regional) appropriate for the course.

12. Disabilities Services: Note that the phone# and location have been **updated**. <http://www.uaf.edu/disability/> The Office of Disability Services implements the Americans with Disabilities Act (ADA), and ensures that UAF students have equal access to the campus and course materials.

State that you will work with the Office of Disabilities Services (208 WHITAKER BLDG, 474-5655) to provide reasonable accommodation to students with disabilities.

5/21/2013

ANTH/FISH 412: Human-Environment Research Methods

Instructor: Dr. Courtney Carothers
School of Fisheries and Ocean Sciences
University of Alaska Fairbanks
Office: 106C Professional Studies Bldg
University of Alaska Anchorage Campus
Office Phone: 907-474-5329

Website: Blackboard: <https://classes.uaf.edu/>
Class Location: 201 O'Neill Building
Class Time: T 3:30-6:30pm
Office Hours: T/Th 9:00-11:00am, or by appt
Skype Contact: courtneycarothers
Email: clcarothers@alaska.edu

Prerequisites: COMM F131X or F141X; ENGL F211X or F213X; upper level standing; or permission of instructor.

CATALOG DESCRIPTION

Basic overview of qualitative and quantitative social science methods for studying human-environment relationships. Introduction to research ethics, research design, data collection, data analysis and data reporting. Methods and data analysis techniques include interviews, text analysis, surveys, scales, cognitive anthropology and ethnoecology, social networks, behavioral observation, and visual methods. Provides hands-on training in data collection and data analysis software. Cross-listed with ANTH F412. This course is stacked with FISH 612.

COURSE DESCRIPTION

This course will provide an overview of qualitative and quantitative social science methods for studying human-environment relationships. Students will be introduced to research ethics, research design, sampling, data collection, data analysis, and data reporting. Specific methods and data analysis techniques to be covered include: interviewing, discourse and text analysis, surveys, scales and scaling, cultural models, ethnoecology, participant observation, social networks, cultural consensus analysis, behavioral observation, and visual methods. The course will be a mixture of lectures, class discussion, and guided hands-on training in methods of data collection and data analysis. Students will be introduced to analytic software, including: Atlas.ti and UCINET. Students will work independently and in small groups to carry out research and analysis in a series of class assignments. Using one or more of the methods and analytical techniques introduced in the course, students will design and conduct an original research project and present their results. Students are expected to come to class ready to discuss the readings assigned for the day.

COURSE OBJECTIVES

- To provide a basic understanding of all phases of the research process, including: formulating research questions, the relationship between theory and methods, basic social research design, data collection, data analysis, and data reporting.
- To introduce a selection of methods and data analysis techniques used by social scientists to study the social and cultural dimensions of environmental systems.
- To examine of the ethics dimensions of social research.
- To foster interdisciplinary discussion of the contributions and challenges of conducting social scientific research.
- To enhance practical research skills, critical thinking, oral and written communication, and participatory learning.

LEARNING OUTCOMES

ANTHROPOLOGY/FISHERIES 412: Fall 2014

The course will provide students with a basic familiarity of primary methods for qualitative and quantitative social science data collection and analysis. At the conclusion of the course, students will have a basic understanding of all phases of the research process, including: formulating research questions, the relationship between theory and methods, basic social research design, data collection, data analysis, and data reporting. Students will have a working knowledge of interview techniques, discourse and text analysis, survey design and analysis, scales and scaling, cultural models, ethnoecology, participant observation, social networks, cultural consensus analysis, behavioral observation, and visual methods. Students will be able to complete basic tasks in data analysis software programs, including: Atlas.ti and UCINET. Students will also be able to critically assess the ethical dimensions of all phases of the research process.

COURSE REQUIREMENTS

Class Participation

Students are expected to attend class, take notes, ask questions, and actively participate in class discussions and exercises. Assigned readings should be read **before** the class period for which they are assigned. Students will be expected to present one or more of their homework assignments to the class.

Homework assignments

Students will be required to complete 10 of 12 homework assignments to practice research methods and data analysis. Homework assignments will be handed out each Monday and will be due at the start of class the following Monday. Each of these assignments (labeled A1-A12 on the schedule) will be worth 12 points.

Final Project

Each student will complete a final research project and paper (~ 1500 words) utilizing one or more of the data collection and analytical techniques presented in class. Students will have an opportunity to select a research project from a list, or they may propose their own. Students will give presentations of their research project to the class at the end of the quarter. A detailed description of this assignment will be distributed in class. Final projects are due by Xpm on XXXX.

GRADING

Grades for the course are based on absolute points. The value of course assignments are:

	Points	Percentage of Total
Class participation	60	20%
Homework Assignments	120	40%
Final project	90	30%
Final presentation	30	10%
Total	300	100%

Grades will be assigned according to the following scale:

Letter Grade	Percentage	Grade Points	Letter Grade	Percentage	Grade Points
A+	98-100%	4.0	C+	77-79%	2.3

ANTHROPOLOGY/FISHERIES 412: Fall 2014

A	93-97%	4.0	C	73-76%	2.0
A-	90-92%	3.7	C-	70-72%	1.7
B+	87-89%	3.3	D+	67-69%	1.3
B	83-86%	3.0	D	63-66%	1.0
B-	80-82%	2.7	D-	60-62%	0.7
			F	59% and below	0.0

ADDITIONAL INFORMATION

Make-up policy Make-ups for assignments are available **only** for serious illness or family emergencies. Please contact the instructor as soon as possible if you have any extenuating circumstances.

Disability Accommodations If you need special accommodations in this course due to a physical or learning disability, please contact the instructor as soon as possible so we can work with the University to accommodate your needs. You may also contact the Office of Disabled Services at: 203 WHIT (907) 474-5655, TTY: (907) 474-1827, E-mail: fydso@uaf.edu.

Academic Integrity University of Alaska students are expected to conduct themselves with academic integrity. There is a zero-tolerance policy for plagiarism (<http://www.uaf.edu/library/instruction/handouts/Plagiarism.html>) or cheating. Please review the Student Code of Conduct to help you understand what is expected and what measures are taken to address misconduct:
http://www.uaf.edu/catalog/current/academics/regs3.html#Student_Conduct

REQUIRED TEXT

Bernard, H. Russell. 2006. *Research Methods in Anthropology: Qualitative and Quantitative Approaches*. 4th Edition. AltaMira Press, Lanham, MD. (or any subsequent edition)

List of Chapters (differs in various versions)

- 1: Anthropology and the Social Sciences
- 2: The Foundation of Social Research
- 3: Preparing for Research
- 4: The Literature Search
- 5: Research Design: Experiments and Experimental Thinking
- 6: Sampling
- 7: Sampling Theory
- 8: Nonprobability Sampling and Choosing Informants
- 9: Interviewing: Unstructured and Semistructured
- 10: Structured Interviewing I: Questionnaires
- 11: Structured Interviewing II: Cultural Domain Analysis
- 12: Scales and Scaling
- 13: Participant Observation
- 14: Field Notes: How to Take Them, Code Them, Manage Them
- 15: Direct and Indirect Observation
- 16: Introduction to Qualitative and Quantitative Analysis
- 17: Qualitative Data Analysis I: Text Analysis
- 18: Qualitative Data Analysis II: Models and Matrices
- 19: Univariate Analysis
- 20: Bivariate Analysis: Testing Relations
- 21: Multivariate Analysis

ASSIGNED READINGS (available via Blackboard; others TBA)

Atwell, R.C., L.A. Schulte, L.M. Westphal. 2009. *Landscape, community, countryside: linking*

ANTHROPOLOGY/FISHERIES 412: Fall 2014

- biophysical and social scales in US corn belt agricultural landscapes. *Landscape Ecology* 24: 791-806.
- Borgatti, S. et al. 2009. Network analysis in the social sciences. *Science* 323: 892-895.
- Crowder, J. 2007. Aymara migrants in El Alto, Bolivia: A photographic essay. *Research in Urban Sociology* 8: 181-185.
- Goodwin, C. 2007. Participation, stance and affect in the organization of activities. *Discourse & Society* 18(1): 53-73.
- Harper, D. 2002. Talking about pictures: a case for photo elicitation. *Visual Studies* 17(1): 13-26.
- Huntington, H. P. 1998 Observations on the utility of the semi-directive interview for documenting traditional ecological knowledge. *Arctic* 51: 237-242.
- Miller, M., J. Kaneko, P. Bartram, J. Marks, and D. Brewer D. 2004. Cultural consensus analysis and environmental anthropology: yellowfin tuna management in Hawaii. *Cross-Cultural Research* 38: 289-314.
- Paolisso, M. and N. Dery. 2010. A cultural model analysis of Chesapeake Bay oyster restoration. *Human Organization* 69(2): 169-179.
- Paolisso, M. and R. Hames. 2010. Methods for the systematic study of human behavior. *Field Methods*. 22(4): 1-13.
- Romney, A.K., S.C. Weller and W.H. Batchelder. 1986. Culture as consensus: a theory of culture and informant accuracy. *American Anthropologist* 88(2): 313-350.
- Ryan, G. & H.R. Bernard. 2003. Techniques to identify themes. *Field Methods* 15(1): 85-109.
- Shrum, Wesley, Ricardo Dudque, and Marcus Ynalvez. 2007. Lessons of the Lower Ninth: methodology and epistemology of video ethnography. *Technology in Society* 29:215-225.
- Spradley, J. 1979. *The Ethnographic Interview*. "Interviewing an informant," pp 55-68, Wadsworth, Belmont, CA.
- Smith, D.A. 2003. Participatory mapping of community lands and hunting yield among the Bugle of Western Panama. *Human Organization* 62(4): 332-343.
- Stepp, J. R. 2005. Advances in ethnobiological field methods. *Field Methods* 17:211-218.
- Weller, S. 2007. Cultural consensus theory: applications and frequently asked questions. *Field Methods* 19: 339-368.

REQUIRED SOFTWARE

Students should download free trial versions of software for in-class tutorials where noted on the schedule.

Atlas.ti can be downloaded at: <http://www.atlasti.com/demo.html>

UCINET can be downloaded at: <http://www.analytictech.com/ucinet/>

[Note to Mac users: Atlas.ti and UCINET will only run on a Windows environment; to use your Mac will need to install Boot Camp, Parallels, or VMWare and the Windows Operating System. The UAF Library also loans out PC laptop computers. Required software will also be available to students in the Undergraduate Fisheries Lounge & Computer Room, 215 O'Neill Building.]

ADDITIONAL USEFUL REFERENCE MATERIAL

- Aswani, S. and M. Lauer. 2006. Benthic mapping using local aerial photo interpretation and resident taxa inventories for designing marine protected areas. *Environmental Conservation* 33(3): 263-273.
- Babbie, E. 1990. *Survey Research Methods*. Wadsworth, Belmont, CA.

ANTHROPOLOGY/FISHERIES 412: Fall 2014

- Bernard, H.R. and G.W. Ryan. 2009. *Analyzing Qualitative Data: Systematic Approaches*. Sage Publications, Thousand Oaks, CA.
- Brewer, J. D. 2000. *Ethnography*. Open University Press, Philadelphia.
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- D'Andrade, R. 1995. *The Development of Cognitive Anthropology*. Cambridge University Press, Cambridge.
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- Georgette, S. and A. Schiedt. 2005. Whitefish: traditional ecological knowledge and subsistence fishing in the Kotzebue Sound region, Alaska. ADFG Technical Paper 290. Methods section: 7-17.
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- Lassiter, L.E. *The Chicago Guide to Collaborative Ethnography*. The University of Chicago Press, Chicago.
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- Miller, T., T. Baird, C. Littlefield, G. Kofinas, F.S. Chapin III, C. Redman. 2008. Epistemological pluralism: reorganizing interdisciplinary research. *Ecology and Society* 13(2): 46.
- Metcalf, P. 2002. *They Lie, We Lie: Getting on with Anthropology*. Routledge, New York.
- Nazarea, V.D. 2003. *Ethnoecology: Situated Lives/Located Lives*. The University of Arizona Press, Tuscon.
- Newton, R.R. and K.E. Rudestam. 1999. *Your Statistical Consultant: Answers to Your Data Analysis Questions*. Sage Publications, Thousand Oaks, CA.
- Ritchie, D. A. 2003. *Doing Oral History: A Practical Guide*. Oxford University Press, Oxford.
- Sanjek, R. (ed.) 1990. *Fieldnotes: The Makings of Anthropology*. Cornell University, Ithaca.
- Schneider, W. 2002. *...So They Understand: Cultural Issues in Oral History*. Utah State University, Logan, UT.
- Smith, L.T. 2008. *Decolonizing Methodologies: Research and Indigenous Peoples*. University of Otago Press, Dunedin.
- Spradley, J. 1979. *The Ethnographic Interview*. Wadsworth, Belmont, CA.
- Van Maanen, J. 1988. *Tales of the Field: On Writing Ethnography*. The University of Chicago Press, Chicago.
- Wasserman, S. and K. Faust. 1994. *Social Network Analysis: Methods and Applications*. Cambridge University Press, Cambridge.
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- Wetherell, M., S. Taylor, and S. Yates. 2001. *Discourse Theory and Practice: A Reader*. Sage Publishing, Thousand Oaks, CA.
- Wetherell, M., S. Taylor, and S. Yates. 2001. *Discourse Theory and Practice: A Reader*. Sage Publishing, Thousand Oaks, CA.

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Wetherell, M., S. Taylor, and S. Yates. 2001. *Discourse as Data: A Guide for Analysis*. Sage Publishing, Thousand Oaks, CA.

SCHEDULE (tentative) *Bring laptop computer

Week	Theme/Lecture Topic	Readings	Assignments Due
1	Overview of Course; Introduction to Social-Environmental Research	Bernard Ch 1-2	
2	Ethics of Research and Research Preparation	Bernard Ch 3-5	A1: UAF on-line certification
3	Research Design, Experimental Method, & Sampling	Bernard Ch 6-8	A2: Research questions
4	Interviewing <i>Guest: Dr. William Schneider, Professor of Library Science, Emeritus</i>	Bernard Ch 9 <i>(Optional: Huntington 1998 Spradley 1979; Schneider)</i>	A3: Research design & sampling
5	Text Analysis and Introduction to Atlas.ti*	Bernard Ch 17 <i>(Optional: Ryan & Bernard 2003)</i>	A4: Interviews <i>Download free Atlas.ti tutorial</i>
6	Survey Research Design; Scales and Scaling; Survey Analysis	Bernard Ch 10 <i>(Optional: 12, 16)</i>	A5: Text analysis
7	Participant Observation; Fieldnotes	Bernard Ch 13-14	A6: Surveys
8	<i>Break, No Class</i>		
9	Cognitive Models, Ethnoecology, LTK; Introduction to UCINET*	Bernard Ch 11, 18 <i>(Optional: Stepp 2005; Paolisso & Dery 2010; Georgette & Schiedt 2005)</i>	A7: Participant observation <i>Download UCINET</i>
10	Cultural Consensus Analysis*	Romney et al. 1986; <i>(Optional: Miller et al. 2002; Weller 2007)</i>	A8: Ethnoecology
11	Behavioral Observation & Analysis	Bernard Ch 15; <i>(Optional: Paolisso & Hames)</i>	A9: Cultural Consensus Final Paper Outline
12	Social Networks*	Borgatti et al. 2009; <i>(Optional: Ramirez-Sanchez and Pinkerton 2009)</i>	A10: Behavioral Observation
13	Visual Methods	Crowder 2007; <i>(Optional: Atwell et al. 2009 + Atwell supplemental 1&2; Harper 2002)</i>	A11: Social Networks
14	Data & methods reporting; Class-proposed topic; Course review	TBA	A12: Visual methods

ANTHROPOLOGY/FISHERIES 412: Fall 2014

15	Student Presentations of Research Projects		Final Project
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ANTH/FISH 412: Human-Environment Research Methods

Instructor: Dr. Courtney Carothers
School of Fisheries and Ocean Sciences
University of Alaska Fairbanks
Office: 106C Professional Studies Bldg
University of Alaska Anchorage Campus
Office Phone: 907-474-5329

Website: Blackboard: <https://classes.uaf.edu/>
Class Location: 201 O'Neill Building
Class Time: T/Th 11:30-1:00
Office Hours: T/Th 9:00-11:00
Skype Contact: courtneycarothers
Email: clcarothers@alaska.edu

Prerequisites: Graduate standing, or permission of instructor.

COURSE DESCRIPTION

This course will provide an overview of qualitative and quantitative social science methods for studying human-environment relationships. Students will be introduced to research ethics, research design, sampling, data collection, data analysis, and data reporting. Specific methods and data analysis techniques to be covered include: interviewing, discourse and text analysis, surveys, scales and scaling, cultural models, ethnoecology, participant observation, social networks, cultural consensus analysis, behavioral observation, and visual methods. The course will be a mixture of lectures, class discussion, and guided hands-on training in methods of data collection and data analysis. Students will be introduced to analytic software, including: Atlas.ti and UCINET. Students will work independently and in small groups to carry out research and analysis in a series of class assignments. Using one or more of the methods and analytical techniques introduced in the course, students will design and conduct an original research project and present their results. Students are expected to come to class ready to discuss the readings assigned for the day.

COURSE OBJECTIVES

- To provide a basic understanding of all phases of the research process, including: formulating research questions, the relationship between theory and methods, basic social research design, data collection, data analysis, and data reporting.
- To introduce a selection of methods and data analysis techniques used by social scientists to study the social and cultural dimensions of environmental systems.
- To provide a sustained examination of the ethics dimensions of social research.
- To foster interdisciplinary discussion of the contributions and challenges of conducting social scientific research.
- To enhance practical research skills, critical thinking, oral and written communication, and participatory learning.

LEARNING OUTCOMES

The course will provide students with a detailed familiarity of primary methods for qualitative and quantitative social science data collection and analysis. At the conclusion of the course, students will have a detailed understanding of all phases of the research process, including: formulating research questions, the relationship between theory and methods, basic social research design, data collection, data analysis, and data reporting. Students will have a working knowledge of interview techniques, discourse and text analysis, survey design and analysis, scales and scaling, cultural models, ethnoecology, participant observation, social networks, cultural consensus analysis, behavioral observation, and visual methods. Students will be able to complete basic and some advanced tasks in data analysis software programs, including:

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Atlas.ti and UCINET. Students will also be able to critically assess the ethical dimensions of all phases of the research process.

COURSE REQUIREMENTS

Class Participation

Students are expected to attend class, take notes, ask questions, and actively participate in class discussions and exercises. Assigned readings should be read **before** the class period for which they are assigned. Students will be expected to present one or more of their homework assignments to the class.

Homework assignments

Students will be required to complete weekly homework assignments to practice research methods and data analysis. Homework assignments will be handed out each Monday and will be due at the start of class the following Monday. Each of these assignments (labeled A1-A12 on the schedule) will be worth 12 points. Students enrolled in 600-level credits will rotate presenting their homework assignments each week to the group. This will provide an opportunity for review and discussion.

Final Project

Each student will complete a final research project and paper (~ 1500 words) utilizing one or more of the data collection and analytical techniques presented in class. Students will propose their own research project. Students will give presentations of their research project to the class at the end of the quarter. A detailed description of this assignment will be distributed in class. Final projects are due by Xpm on XXXX.

GRADING

Grades for the course are based on absolute points. The value of course assignments are:

	Points	Percentage of Total
Class participation	60	20%
Homework Assignments	120	40%
Final project	90	30%
Final presentation	30	10%
Total	300	100%

Grades will be assigned according to the following scale:

Letter Grade	Percentage	Grade Points	Letter Grade	Percentage	Grade Points
A+	98-100%	4.0	C+	77-79%	2.3
A	93-97%	4.0	C	73-76%	2.0
A-	90-92%	3.7	C-	70-72%	1.7
B+	87-89%	3.3	D+	67-69%	1.3
B	83-86%	3.0	D	63-66%	1.0
B-	80-82%	2.7	D-	60-62%	0.7
			F	59% and below	0.0

ADDITIONAL INFORMATION

Make-up policy Make-ups for assignments are available **only** for serious illness or family emergencies. Please contact the instructor as soon as possible if you have any extenuating circumstances.

Disability Accommodations If you need special accommodations in this course due to a physical or learning disability, please contact the instructor as soon as possible so we can work with the University to accommodate your needs. You may also contact the Office of Disabled Services at: 203 WHIT (907) 474-5655, TTY: (907) 474-1827, E-mail: fydso@uaf.edu.

Academic Integrity University of Alaska students are expected to conduct themselves with academic integrity. There is a zero-tolerance policy for plagiarism (<http://www.uaf.edu/library/instruction/handouts/Plagiarism.html>) or cheating. Please review the Student Code of Conduct to help you understand what is expected and what measures are taken to address misconduct:
http://www.uaf.edu/catalog/current/academics/regs3.html#Student_Conduct

REQUIRED TEXT

Bernard, H. Russell. 2006. *Research Methods in Anthropology: Qualitative and Quantitative Approaches*. 4th Edition. AltaMira Press, Lanham, MD. (or any subsequent edition)

List of Chapters

- 1: Anthropology and the Social Sciences
- 2: The Foundation of Social Research
- 3: Preparing for Research
- 4: The Literature Search
- 5: Research Design: Experiments and Experimental Thinking
- 6: Sampling
- 7: Sampling Theory
- 8: Nonprobability Sampling and Choosing Informants
- 9: Interviewing: Unstructured and Semistructured
- 10: Structured Interviewing I: Questionnaires
- 11: Structured Interviewing II: Cultural Domain Analysis
- 12: Scales and Scaling
- 13: Participant Observation
- 14: Field Notes: How to Take Them, Code Them, Manage Them
- 15: Direct and Indirect Observation
- 16: Introduction to Qualitative and Quantitative Analysis
- 17: Qualitative Data Analysis I: Text Analysis
- 18: Qualitative Data Analysis II: Models and Matrices
- 19: Univariate Analysis
- 20: Bivariate Analysis: Testing Relations
- 21: Multivariate Analysis

ASSIGNED READINGS (available via Blackboard; others TBA)

Atwell, R.C., L.A. Schulte, L.M. Westphal. 2009. Landscape, community, countryside: linking biophysical and social scales in US corn belt agricultural landscapes. *Landscape Ecology*

24: 791-806.

- Borgatti, S. et al. 2009. Network analysis in the social sciences. *Science* 323: 892-895.
- Crowder, J. 2007. Aymara migrants in El Alto, Bolivia: A photographic essay. *Research in Urban Sociology* 8: 181-185.
- Goodwin, C. 2007. Participation, stance and affect in the organization of activities. *Discourse & Society* 18(1): 53-73.
- Harper, D. 2002. Talking about pictures: a case for photo elicitation. *Visual Studies* 17(1): 13-26.
- Huntington, H. P. 1998 Observations on the utility of the semi-directive interview for documenting traditional ecological knowledge. *Arctic* 51: 237-242.
- Miller, M., J. Kaneko, P. Bartram, J. Marks, and D. Brewer D. 2004. Cultural consensus analysis and environmental anthropology: yellowfin tuna management in Hawaii. *Cross-Cultural Research* 38: 289-314.
- Paolisso, M. and N. Dery. 2010. A cultural model analysis of Chesapeake Bay oyster restoration. *Human Organization* 69(2): 169-179.
- Paolisso, M. and R. Hames. 2010. Methods for the systematic study of human behavior. *Field Methods*. 22(4): 1-13.
- Romney, A.K., S.C. Weller and W.H. Batchelder. 1986. Culture as consensus: a theory of culture and informant accuracy. *American Anthropologist* 88(2): 313-350.
- Ryan, G. & H.R. Bernard. 2003. Techniques to identify themes. *Field Methods* 15(1): 85-109.
- Shrum, Wesley, Ricardo Dudque, and Marcus Ynalvez. 2007. Lessons of the Lower Ninth: methodology and epistemology of video ethnography. *Technology in Society* 29:215-225.
- Spradley, J. 1979. The Ethnographic Interview. "Interviewing an informant," pp 55-68, Wadsworth, Belmont, CA.
- Smith, D.A. 2003. Participatory mapping of community lands and hunting yield among the Bugle of Western Panama. *Human Organization* 62(4): 332-343.
- Stepp, J. R. 2005. Advances in ethnobiological field methods. *Field Methods* 17:211-218.
- Weller, S. 2007. Cultural consensus theory: applications and frequently asked questions. *Field Methods* 19: 339-368.

REQUIRED SOFTWARE

Students should download free trial versions of software for in-class tutorials where noted on the schedule.

Atlas.ti can be downloaded at: <http://www.atlasti.com/demo.html>

UCINET can be downloaded at: <http://www.analytictech.com/ucinet/>

[Note to Mac users: Atlas.ti and UCINET will only run on a Windows environment; to use your Mac will need to install Boot Camp, Parallels, or VMWare and the Windows Operating System. The UAF Library also loans out PC laptop computers. Required software will also be available to students in the Undergraduate Fisheries Lounge & Computer Room, 215 O'Neill Building.]

ADDITIONAL USEFUL REFERENCE MATERIAL

- Aswani, S. and M. Lauer. 2006. Benthic mapping using local aerial photo interpretation and resident taxa inventories for designing marine protected areas. *Environmental Conservation* 33(3): 263-273.
- Babbie, E. 1990. *Survey Research Methods*. Wadsworth, Belmont, CA.
- Bernard, H.R. and G.W. Ryan. 2009. *Analyzing Qualitative Data: Systematic Approaches*. Sage Publications, Thousand Oaks, CA.

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- Brewer, J. D. 2000. *Ethnography*. Open University Press, Philadelphia.
- Charmaz, K. 2000. Grounded theory: Objectivist and constructivist methods. In *The Handbook of Qualitative Research*. Edited by N. K. Denzin and Y. Lincoln. Thousand Oaks, CA: Sage Publications, Inc.
- D'Andrade, R. 1995. *The Development of Cognitive Anthropology*. Cambridge University Press, Cambridge.
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- Ritchie, D. A. 2003. *Doing Oral History: A Practical Guide*. Oxford University Press, Oxford.
- Sanjek, R. (ed.) 1990. *Fieldnotes: The Makings of Anthropology*. Cornell University, Ithaca.
- Schneider, W. 2002. *...So They Understand: Cultural Issues in Oral History*. Utah State University, Logan, UT.
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- Weller, S.C. and A.K. Romney. 1988. *Systematic Data Collection*. Sage Publishing, Thousand Oaks, CA.
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SCHEDULE (tentative) *Bring laptop computer

Week	Theme/Lecture Topic	Readings	Assignments Due
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3	Research Design, Experimental Method, & Sampling	Bernard Ch 6-8	A2: Research questions
4	Interviewing <i>Guest: Dr. William Schneider, Professor of Library Science, Emeritus</i>	Bernard Ch 9 Huntington 1998 Spradley 1979 Schneider forthcoming	A3: Research design & sampling
5	Text Analysis and Introduction to Atlas.ti*	Bernard Ch 17 Ryan & Bernard 2003	A4: Interviews <i>Download free Atlas.ti tutorial</i>
6	Survey Research Design; Scales and Scaling; Survey Analysis	Bernard Ch 10, 12, 16	A5: Text analysis
7	Participant Observation; Fieldnotes	Bernard Ch 13-14	A6: Surveys
8	<i>Break, No Class</i>		
9	Cognitive Models, Ethnoecology, LTK; Introduction to UCINET*	Bernard Ch 11, 18 Stepp 2005; Paolisso & Dery 2010; Georgette & Schiedt 2005 (methods sec. 7-17)	A7: Participant observation <i>Download free trial of UCINET</i>
10	Cultural Consensus Analysis*	Romney et al. 1986; Miller et al 2002; Weller 2007	A8: Ethnoecology
11	Behavioral Observation & Analysis	Bernard Ch 15; Paolisso & Hames	A9: Cultural Consensus Final Paper Outline
12	Social Networks*	Borgatti et al. 2009; Ramirez-Sanchez and Pinkerton 2009	A10: Behavioral Observation
13	Visual Methods	Crowder 2007; Atwell et al. 2009 + Atwell supplemental 1&2; Harper 2002	A11: Social Networks
14	Data & methods reporting; Class-proposed topic; Course review	TBA	A12: Visual methods
15	Student Presentations of Research Projects		Final Project Due

Curriculum Committee SFOS

Members: Trent Sutton (Chair)
Ana Aguilar-Islas
Andres Lopez
Brenda Konar

21 August 2013

Stacked Course

Course Number: FISH 412/612

Course Title: Human-Environment Research Methods

Instructor: Carothers

First Time of Offering: No

General Recommendations:

No general comments from the SFOS Curriculum Committee other than any comments regarding the course syllabi pertain to both FISH 412 and 612.

Faculty Senate Form:

Clarify and Address the following:

- Will need permission from Anthropology for cross listing.
- Catalog Description. Please use the UAF catalog description. The Committee recommends changing “junior or senior standing” to “upper level standing”. For the FISH 412 description, you must include language that says “This course is stacked with FISH 612”. Similar language must be included for FISH 612 (stacked with FISH 412). All of these changes pertain to Sections 6 and 7.
- A concern was raised that having no prerequisites for this class will cause it to be questioned by the UAF Curriculum Review Committee. The Committee recommends that some prerequisites be listed to justify this course to be offered at the 400 level. In the past, the UAF CRC has recommended that 400-level courses without prerequisites be offered at a 200 or 300 level (hence our reason for recommending adding prerequisites to bypass this issue).
- The section on Estimated Impact must be completed – impact on workload, need for videoconference room, etc.
- For Library Collections, since adding the stacked course (FISH 612), must contact the library to make sure the necessary library resources are available.
- For Impacts on Programs/Depts, there must be a program impacted. This change impacts Fisheries; wat about other programs? Likewise, there has to be a positive/negative impact. In this case, an increase in enrollment?
- For the Justification, students asking for a 600-level course to be offered when a 400-level course exists of similar content was not considered to be adequate justification. Please provide a more thorough justification for this change/addition. What does the 600-level course fulfill that the 400-level course did not? What is the justification for moving the course to the fall semester? What impact might that change cause?

Syllabus:

- The two versions of the syllabi (FISH 412/612) were very similar and the Committee felt that there was not adequate differentiation on the syllabi to differentiate the two versions. While this information was clear in the Faculty Senate form, it was not as explicit in the syllabi and must be made clearer for when this course is reviewed by GAAC.
- Instructor contact information needs to be updated to reflect dual locations (Fairbanks and Anchorage). Explanation needs to be provided on the syllabus on where the instructor will be located during the semester and where students can contact the instructor. Based on how the syllabi read, it appears that the instructor will be in Fairbanks every Monday from 10-12. Obviously that will not be the case, but this is the type of clarification that must be made on the syllabi in terms of your availability.
- The course description on the syllabus must match the course description on the Faculty Senate form.
- Course objectives/learning outcomes need to be different between FISH 412 and 612. Only having differences in assignments and readings does not constitute justification for course differentiation. Note that UAF is more critically evaluating stacked courses.
- For grading, the Committee wondered why the final paper/presentation was worth the same number of points for students in FISH 411 and 611, yet it is a much longer and more significant assignment for students in FISH 611.
- Is it necessary to list all of the chapters for the textbook?
- Given that you will not be co-located with the majority of the students in your course, you should provide additional explanation on how students can contact you.