Submit originals (including syllabus) and one copy and electronic copy to the **Faculty Senate Office**

**CHANGE COURSE (MAJOR) and DROP COURSE PROPOSAL**

*Attach a syllabus, except if dropping a course.*

### Submitted By:

<table>
<thead>
<tr>
<th>Department</th>
<th>Fisheries</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prepared by</td>
<td>Courtney Carothers</td>
</tr>
<tr>
<td>Email Contact</td>
<td><a href="mailto:eclearthers@alaska.edu">eclearthers@alaska.edu</a></td>
</tr>
<tr>
<td>College/School</td>
<td>SFOS</td>
</tr>
<tr>
<td>Phone</td>
<td>907-274-9699</td>
</tr>
<tr>
<td>Faculty Contact</td>
<td>same</td>
</tr>
</tbody>
</table>

1. **COURSE IDENTIFICATION: As the course now exists.**

<table>
<thead>
<tr>
<th>Dept</th>
<th>FISH/ANTH</th>
<th>Course #</th>
<th>412</th>
<th>No. of Credits</th>
<th>3</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>COURSE TITLE</th>
<th>Human-Environment Research Methods</th>
</tr>
</thead>
</table>

2. **ACTION DESIRED:** √ Check the changes to be made to the existing course.

<table>
<thead>
<tr>
<th>Change Course</th>
<th>Drop Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NUMBER</th>
<th>PREREQUISITES*</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>TITTE</th>
<th>DESCRIPTION</th>
<th>FREQUENCY OF OFFERING</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>CREDITS (including credit distribution)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>ADD A STACKED LEVEL</th>
<th>(400/600)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Include syllabi.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>COURSE CLASSIFICATION</th>
<th>Dept &amp; No.</th>
<th>Course #</th>
<th>612</th>
</tr>
</thead>
</table>

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

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

<table>
<thead>
<tr>
<th>Other (specify)</th>
<th>Requires approval of both departments and deans involved. Add lines at end of form for additional signatures.</th>
</tr>
</thead>
</table>

### STOP EXISTING CROSS-LISTING

<table>
<thead>
<tr>
<th>Other (specify)</th>
<th>Requires notification of other department(s) and mutual agreement. Attach copy of email or memo.</th>
</tr>
</thead>
</table>

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:

(check all that apply)

<table>
<thead>
<tr>
<th>Mode of delivery (specify lecture, field trips, labs, etc.)</th>
<th>Lecture and discussion</th>
</tr>
</thead>
</table>

### OTHER FORMAT (specify all that apply)

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

<table>
<thead>
<tr>
<th>H = Humanities</th>
<th>S = Social Sciences</th>
</tr>
</thead>
</table>

Will this course be used to fulfill a requirement for the baccalaureate core? (check all)

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
</table>

IF YES*, check which core requirements it could be used to fulfill:

<table>
<thead>
<tr>
<th>O = Oral Intensive, *Format 6 also submitted</th>
<th>W = Writing Intensive, *Format 7 submitted</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>X = Baccalaureate Core</th>
<th></th>
</tr>
</thead>
</table>
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:

<table>
<thead>
<tr>
<th>YE</th>
<th>S</th>
<th>NO</th>
<th>X</th>
</tr>
</thead>
</table>

5. COURSE REPEATABILITY:

Is this course repeatable for credit? [ ] YES [ ] NO [X]

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: X

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, 474-6605) 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 X 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.

18. 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 419 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 fisheries 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.)

Signature, Chair, Program/Department of: [Signature]
Date 9/17/13

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

Signature, Dean, College/School of: [Signature]
Date 10/17/13

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

Signature of Provost (if applicable)

Date

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

Signature, Chair
Faculty Senate Review Committee: ___Curriculum Review ___GAAC
___Core Review ___SADAC
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
Fwd: Approval for FISH 412

Christina Neumann <cneumann@alaska.edu>  
To: Jayne Harvie <jharvie@alaska.edu>  

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 <cneumann@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":
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 ethnology, 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, ethnology, 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 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**

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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 be 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:

<table>
<thead>
<tr>
<th>Points</th>
<th>Percentage of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class participation</td>
<td>60</td>
</tr>
<tr>
<td>Homework Assignments</td>
<td>120</td>
</tr>
<tr>
<td>Final project</td>
<td>90</td>
</tr>
<tr>
<td>Final presentation</td>
<td>30</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>300</strong></td>
</tr>
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</table>

Grades will be assigned according to the following scale:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
<th>Grade Points</th>
<th>Letter Grade</th>
<th>Percentage</th>
<th>Grade Points</th>
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<tbody>
<tr>
<td>A+</td>
<td>98-100%</td>
<td>4.0</td>
<td>C+</td>
<td>77-79%</td>
<td>2.3</td>
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ANTHROPOLOGY/FISHERIES 412: Fall 2014

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Credit</th>
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<tbody>
<tr>
<td>A</td>
<td>93-97%</td>
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<tr>
<td>A-</td>
<td>90-92%</td>
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<tr>
<td>B+</td>
<td>87-89%</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>83-86%</td>
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<tr>
<td>B-</td>
<td>80-82%</td>
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<td>73-76%</td>
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<tr>
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<td>70-72%</td>
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<td>D+</td>
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<td>D</td>
<td>63-66%</td>
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<tr>
<td>D-</td>
<td>60-62%</td>
<td>0.7</td>
</tr>
<tr>
<td>F</td>
<td>59% and below</td>
<td>0.0</td>
</tr>
</tbody>
</table>

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


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 Semi-structured
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)

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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](http://www.atlasti.com/demo.html)

*UCINET* can be downloaded at: [http://www.analytictech.com/ucinet/](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


ANTHROPOLOGY/FISHERIES 412: Fall 2014


Schneider, W. 2002. ...So They Understand: Cultural Issues in Oral History. Utah State University, Logan, UT.


## SCHEDULE (tentative) *Bring laptop computer*

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| 4    | Interviewing  
*Guest: Dr. William Schneider, Professor of Library Science, Emeritus* | Bernard Ch 9  
(Optional: Huntington1998; Spradley 1979; Schneider) | A3: Research design & sampling |
| 5    | Text Analysis and Introduction to Atlas.ti* | Bernard Ch 17  
(Optional: Ryan & Bernard 2003) | A4: Interviews  
Download free Atlas.ti tutorial |
| 6    | Survey Research Design; Scales and Scaling; Survey Analysis | Bernard Ch 10  
(Optional: 12, 16) | A5: Text analysis |
| 7    | Participant Observation; Fieldnotes | Bernard Ch 13-14 | A6: Surveys |
| 8    | **Break, No Class** |          |                  |
| 9    | Cognitive Models, Ethnecology, LTK; Introduction to UCINET* | Bernard Ch 11, 18  
(Optional: Stepp 2005; Paolilso & Dery 2010; Georgette & Schiedt 2005) | A7: Participant observation  
Download UCINET |
| 10   | Cultural Consensus Analysis* | Romney et al. 1986;  
(Optional: Miller et al. 2002; Weller 2007) | A8: Ethnecology |
| 11   | Behavioral Observation & Analysis | Bernard Ch 15;  
(Optional: Paolilso & Hames) | A9: Cultural Consensus Final Paper Outline |
| 12   | Social Networks* | Borgatti et al. 2009;  
(Optional: Ramirez-Sanchez and Pinkerton 2009) | A10: Behavioral Observation |
| 13   | Visual Methods | Crowder 2007;  
| 14   | Data & methods reporting; Class-proposed topic; Course review | TBA | A12: Visual methods |
| 15 | Student Presentations of Research Projects | Final Project |
ANTH/FISH 412: Human-Environment Research Methods

Instructor: Dr. Courtney Carothers  
Website: Blackboard: https://classes.uaaf.edu/
School of Fisheries and Ocean Sciences  
Class Location: 201 C’Neill Building
University of Alaska Fairbanks  
Class Time: T/Th 11:30-1:00
Office: 106C Professional Studies Bldg  
Office Hours: T/Th 9:00-11:00
University of Alaska Anchorage Campus  
Skype Contact: courtney.carothers
Office Phone: 907-474-5329  
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, ethnecology, 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 be 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, ethnecology, 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:
ANTHROPOLOGY/FISHERIES 612: Fall 2014

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:

<table>
<thead>
<tr>
<th>Points</th>
<th>Percentage of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>60</td>
<td>20%</td>
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<tr>
<td>120</td>
<td>40%</td>
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<tr>
<td>90</td>
<td>30%</td>
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<td>30</td>
<td>10%</td>
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<tr>
<td>300</td>
<td>100%</td>
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</tbody>
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Grades will be assigned according to the following scale:

<table>
<thead>
<tr>
<th>Letter Grade</th>
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<tbody>
<tr>
<td>A+</td>
<td>98-100%</td>
<td>4.0</td>
<td>C+</td>
<td>77-79%</td>
<td>2.3</td>
</tr>
<tr>
<td>A</td>
<td>93-97%</td>
<td>4.0</td>
<td>C</td>
<td>73-76%</td>
<td>2.0</td>
</tr>
<tr>
<td>A-</td>
<td>90-92%</td>
<td>3.7</td>
<td>C-</td>
<td>70-72%</td>
<td>1.7</td>
</tr>
<tr>
<td>B+</td>
<td>87-89%</td>
<td>3.3</td>
<td>D+</td>
<td>67-69%</td>
<td>1.3</td>
</tr>
<tr>
<td>B</td>
<td>83-86%</td>
<td>3.0</td>
<td>D</td>
<td>63-66%</td>
<td>1.0</td>
</tr>
<tr>
<td>B-</td>
<td>80-82%</td>
<td>2.7</td>
<td>D-</td>
<td>60-62%</td>
<td>0.7</td>
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<td>F</td>
<td>59% and below</td>
<td>0.0</td>
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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: fysdo@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

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)
ANTHROPOLOGY/FISHERIES 612: Fall 2014

24: 791-806.


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.]

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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; what 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.