

Term Information

Effective Term Autumn 2021

General Information

Course Bulletin Listing/Subject Area Anthropology
Fiscal Unit/Academic Org Anthropology - D0711
College/Academic Group Arts and Sciences
Level/Career Graduate
Course Number/Catalog 7101
Course Title Research Design
Transcript Abbreviation Res Design
Course Description In this seminar each student will develop a research design for an anthropological research project. The focus of the seminar is on designing the research project and learning how research results and conclusions are assessed and disseminated. Topics include the relationship between theory and methods, ethics and IRB protocols, data collection methods, analysis of qualitative and quantitative data
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
Grading Basis Letter Grade
Repeatable No
Course Components Seminar
Grade Roster Component Seminar
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites
Exclusions
Electronically Enforced No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 45.0201
Subsidy Level Doctoral Course
Intended Rank Masters, Doctoral

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

Course Details

Course goals or learning objectives/outcomes

- understand all six of the components of anthropological research designs
- show students how to address ethical issues of justice, beneficence, and autonomy when conducting research with human or animal subjects
- help students understand theoretical paradigms employed in defining research questions and interpreting results
- have students learn which methods of data collection and analysis are appropriate for their research
- show students how important it is to disseminate results of their research to a wide audience and be aware of the broader impact of their investigations
- learn the skills needed to review proposals and understand the peer-review process

Content Topic List

- theory
 - methods
 - ethics
 - IRB protocols
 - data collection
 - qualitative data
 - quantitative data
- No

Sought Concurrence

- 7101 syllabus research design.docx: 7101 Syllabus

(Syllabus. Owner: Healy,Elizabeth Ann)

Attachments

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Healy,Elizabeth Ann	11/20/2020 09:31 AM	Submitted for Approval
Approved	Guatelli-Steinberg,Debra	11/20/2020 10:14 AM	Unit Approval
Approved	Haddad,Deborah Moore	11/20/2020 10:31 AM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Oldroyd,Shelby Quinn Vankeerbergen,Bernadette Chantal	11/20/2020 10:31 AM	ASCCAO Approval

ANTHROPOLOGY 7101 RESEARCH DESIGN

Instructor: Brutus Buckeye
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Tel. (614) 292-4149

Spring 2021
Hours of instruction: TR 11:10 – 12:30
Classroom: Smith Lab 4094
Office hours: W 12-3 PM or by appointment

COURSE DESCRIPTION: Anthropology is a holistic science that incorporates knowledge and skills from the sciences and the humanities in studies of human cultural and biological evolution. Both qualitative and quantitative methods are employed in research.

In this seminar each student will develop a research design for an anthropological research project. The focus of the seminar is on designing the research project and learning how research results and conclusions are assessed and disseminated. Seminar topics include the relationship between theory and methods, ethics and IRB protocols, data collection methods, analysis of qualitative and quantitative data, and interpretation of research results. Criteria used to evaluate the clarity, significance, feasibility, and broader impacts of research designs and the skills needed to review proposals will also be outlined and discussed.

Research designs include six components: 1. *Formulation* of research objectives, stating the goals of the research and hypotheses to tested, and conducting background research and literature searches, 2. *Implementation*: obtaining permits, permission, and funding, tending to logistics, and insuring that the conduct of the research meets ethical standards, 3. *Data Collection* with appropriate sampling and data recording methods, 4. *Analysis* with relevant analytical frameworks for testing hypotheses, 5. *Interpretation* of the data within broader theoretical frameworks, answering research questions, and assessing the significance of the results, 6. *Dissemination of the Results* in publications and other media that make results and acquired data accessible to a wide audience. The design components will be discussed in detail as students prepare their research designs. Methods and theoretical paradigms employed in research in the sub-disciplines of cultural anthropology, anthropological archaeology, and biological anthropology will all be considered in the seminar.

COURSE GOALS: Students will be trained to design feasible research plans that include significant hypotheses about human behavior and prepare research designs that will allow them to test them. After completing the seminar, Ph.D. students will be able to apply research design principles in their Grant Writing course (Anthropology 8828) when they prepare their dissertation proposals. Specific goals are for students to (1) understand all six of the components of anthropological research designs, (2) show students how to address ethical issues of justice, beneficence, and autonomy when conducting research with human or animal subjects, (3) help students understand theoretical paradigms employed in defining research questions and interpreting results, (4) have students learn which methods of data collection and analysis are appropriate for their research, (5) show students how important it is to disseminate results of their research to a wide audience and be aware of the broader impact of their investigations, and (6) learn the skills needed to review proposals and understand the peer-review process.

REQUIRED READING: Required and recommended readings will be available on the Carmen course page. One of the two required texts will need to be purchased. You are expected to have read the assigned readings once or twice before you come to class. As you read, highlight, take notes, summarize, look up new words or concepts, and come with questions for the instructor and/or your classmates. Be prepared to discuss the readings in depth in class. It is also recommended that you go over the assigned readings once more after each seminar meeting.

Required Texts:

H. Russell Bernard, 2017, *Research Methods in Anthropology: Qualitative and Quantitative Methods*, Sixth Edition. Altamira Press.

John W. Creswell, 2014. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, 4th ed. Los Angeles: Sage. – **Available on Carmen as a PDF.**

LEARNING OUTCOMES FOR STUDENTS: The goal is to introduce students to principles of research design in anthropology and to train them so that they can plan feasible research projects, obtain funding, collect and analyze data, and interpret and disseminate their results. Students will also begin to master the skills needed to review proposals and will understand the peer-review process. These goals will be met when students:

1. Understand how the components of anthropological research designs are integrated and:
 - a. provide appropriate theoretical and contextual frameworks by drawing on anthropological theories. (A1a-A5e)
 - b. Connect appropriate anthropological theories to meaningful research questions. (B2d)
 - c. Integrate relevant theoretical paradigms and devise a theoretical and contextual framework for a Research Design. (B2d, B3c, B3d, C2a)
 - d. Reflect on their own worldviews. (B3a)
 - e. Understand how their worldviews relate to theoretical paradigms in anthropology. (B3b)

2. Learn how to address ethical issues of justice, beneficence, and autonomy when conducting research with human or animal subjects and:
 - a. Consider how to respect human subjects, protect their autonomy, and obtain informed consent (C5a),
 - b. Consider and weigh the costs and benefits of the research activities for human subjects. (C5b)
 - c. Consider how research activities are administered fairly and equally among potential research participants. (C5c)
 - d. Consider what permits, permissions, and approvals are necessary for research in a timely manner. (C5d)

3. Understand theoretical paradigms employed in defining research questions and in interpreting the results and:
 - a. Develop Research Designs with clearly stated research questions. (C1a)
 - b. Identify relevant theoretical frameworks for research questions. (C2a)
 - c. Evaluate how multiple theoretical frameworks can be used to address research questions. (B2c)

4. Learn which methods of data collection and analysis are appropriate for their research projects and:
 - a. Develop Research Designs with appropriate methods of data collection that involve qualitative or quantitative research, or some combination of both. (C1a)
 - b. Employ suitable methods to collect these data (C1c), including appropriate populations, samples, sample sizes, and sampling techniques. (C1d)
 - c. Identify appropriate methods to analyze the data, answer the research questions, and evaluate the hypotheses. (C1e)
 - d. Prepare Research Designs that can be included in research proposals. (C1f)
5. Understand how important it is to disseminate results of their research to a wide audience and be aware of the broader impact of their investigations and:
 - a. Increase public awareness of the contributions of anthropological research to studies of human diversity. (A5a-A5e)
 - b. Learn how results of anthropological research can be used to address broader questions of inequality and racism in society. (A6a-A6c)
 - c. Include perspectives from excluded scholars and provide voices for underrepresented groups. (A6d)
6. Develop the skills needed to review grant proposals and to be able to evaluate critically their own research and the research of other anthropologists by:
 - a. Fostering collegial feedback and support in grant writing among peers. (F3c, F1d)
 - b. Learn the peer-review criteria for evaluating grant proposals submitted to different agencies and organizations. (NEW)
 - c. Apply the peer-review criteria and be able to write a review that is critical, supportive, and professional. (NEW)
 - d. Learn how to evaluate the feasibility of different research designs (NEW)
7. Meet ethical, collegial, and professional expectations in and outside the classroom and:
 - a. Follow ethical and professional guidelines defined by the professional associations relevant to the student's career. (F1c)
 - b. Foster collegial relationships by sharing learning strategies and supporting fellow students. (F1d)

ASSESSMENT OF LEARNING OUTCOMES: Specific goals for the seminar are to (1) train students to prepare feasible anthropological research designs, (2) examine how ethical issues of justice, beneficence, and autonomy should be addressed when conducting research with human or animal subjects, (3) consider which methods of data collection and analysis are appropriate, (4) understand theoretical paradigms that can be employed in interpretations of the results, (5) show how important it is to disseminate results of research to a wide audience and be aware of the broader impact of anthropological investigations, (6) help students develop skills needed to review and evaluate critically their own research and the research of other anthropologists, and (7) make sure that students meet ethical, collegial, and professional expectations in and outside the classroom.

Each student's research design may be different, but they all include the same components—from the statement of the problem to the publication of the results. To accomplish the goals of the seminar, students must carefully and critically read all the assigned materials in before each class meeting and be prepared to discuss the material in depth. This will help ensure that all students have an accurate understanding of the material covered. In the classroom, students must be respectful of every student's ideas and efforts, be respectful of different opinions, and always engage in civil discussion. Everyone is responsible for making the seminar an effective learning experience, not only by talking, but also by listening others, and encouraging everyone to participate.

The seminar assignments address the following learning outcomes:

- 1. Science and Humanism:** provide an example of two anthropological research projects, one that employed the scientific method, and one that had a humanistic perspective. Prepare a short (two page) written summary of the projects and present a five-minute oral summary in class (A1a-A5e).
- 2. Theoretical paradigms:** prepare a four-page written summary of an anthropological paradigm that will provide some theoretical context for your research design. Cite your sources and identify and provide background information on some proponents of the paradigm. Be prepared to evaluate the paradigm in class, and to discuss how your worldviews relate to the paradigm (B2a-B2d, B3a-B3d, C1a, C2a).
- 3. Formulation:** prepare a clear, concise written statement of the problem and the questions to be investigated in your project (2 pages). This should be a hypothesis to be tested. Statements will be discussed in class (B2d, C1a, C1f, C2a).
- 4. Ethics in Research and IRB protocols:** prepare a written outline of the ethical issues raised in your research project and how you will address them. If human or animal subjects are included in the project, describe how the IRB protocols will be satisfied. These issues will be discussed in class (C5a-C5d).
- 5. Data Collection Methods:** prepare a two-page written summary of the sampling methods that you will use to collect your data during your investigations. These sampling and data collection methods will be discussed in class (C1b-C1d).
- 6. Analysis of Qualitative and Quantitative Data:** outline how you will analyze the qualitative and/or quantitative data that will be collected in your research project. These analytical methods will be discussed in class (C1e).
- 7. Interpretation of research results:** prepare a two-page written summary that explains how theories are linked to methods in your research design and how you will answer your research questions and test your hypotheses. These summaries will be discussed in class (B2c, C1e, C2b).

8. Peer-review: prepare a short (2-4 page) summary of the general criteria used by peer reviewers in your sub-discipline to evaluate the clarity, significance, feasibility, and broader impacts of research designs. These criteria will be discussed in class (NEW).

Final Paper: prepare an abstract for a research grant proposal and discuss its significance and broader impacts in a 3-5 page paper (C1f, F1d, F3c).

Evaluation: Course assignments and participation will be weighted in the following way:

Assignments 1-8 (each worth 10%)	80%
Participation	10%
Final Paper	<u>10%</u>
Total	100%

Final grades are based on the OSU Standard Scheme. A general guide to how you are doing is: A 93; A- 90-92; B+ 87-89; B 83-86; B- 80-82; C+ 77-79; C 73-76; C- 70-72; D+ 67-69; D 60-66; E < 60.

TENTATIVE COURSE SCHEDULE

Week	Topics	Assignments or Questions	Learning Outcomes
1	Introduction , course goals, format, and expectations	What is a research design? What are some theoretical approaches to research in your sub-field?	A4b, A4c, A5a,
2	Science and Humanism in Anthropology	1. provided examples of research projects with scientific and humanistic approaches	A1b, A4a-d, A5a-e, B1a, B1b, B1d, B1e, B1g, B2a
3	Worldviews, theory, and methods	2. summarize a theoretical paradigm that provides context for your research	B2d, B3a-B3d, C1a, C2a
4	Formulation: hypotheses, feasibility	3. prepare a problem statement with hypotheses to be tested	B2d, C1a, C1f, C2a
5	Implementation: Logistics, permits	How will you obtain permits and funding? Discuss logistics	C5d
6	Implementation: Ethics and IRB	4. outline how ethical issues and IRB protocols will be addressed	C5a-C5d
7	Data Collection Field methods	What are some field methods used in your sub-field?	C1b
8	Data Collection Sampling methods	5. sampling methods used to collect data in anthropological research	C1c, C1d
9	Analysis of quantitative data	6a. analysis of quantitative data	C1e

10	Analysis of qualitative data	6b. analysis of qualitative data	C1e
11	Interpretation of research results 1	7. theories linked to methods when research questions are answered	B2c, C1e, C2b
12	Interpretation of research results 2	<i>continued discussions of how results are interpreted</i>	B2c, C1e, C2b
13	Dissemination of the results	How will the results of your research will be disseminated?	New
14	Research Proposals	What are examples of research proposals in your sub-field?	A3a,b, A4a-d, A5a-e A6a-d, B1a-e,
15	Peer-reviews of Research Designs	8. criteria used by peer reviewers to evaluate research designs	New
Exam Week		Final paper: prepare an abstract of a research proposal and discuss its significance and broader impacts	C1f, F1d, F3c

TENTATIVE READING SCHEDULE

Week 1: Introduction, course goals, format, and expectations. *Read these book chapters and Review any other works on Anthropological Methods and Theory that you have read:*

Required Reading:

Antonius C. G., M. Robben and Jeffrey A. Sluka. 2012. Fieldwork in Cultural Anthropology: An Introduction. In C. G. Antonius, M. Robben, & Jeffrey A. Sluka, eds., *Ethnographic Fieldwork: An Anthropological Reader (2nd edition)*, pp. 1-47. Oxford: Blackwell.

Johnson, Matthew. 2020. *Archeological Theory: An Introduction (3rd edition)*. Hoboken: Wiley Blackwell. Read the Preface and Chapter 1.

Stinson, Sara, Barry Bogin, and Dennis O'Rourke, eds. 2012. *Human biology: an Evolutionary and Biocultural approach*. Hoboken: Wiley Blackwell. Read the Introduction.

And Read Preface and Chapters 1-2 in Bernard 2017; and Chapter 1 in Creswell 2014.

Recommended Reading:

Cerwonka, Allaine, and Liisa H. Malkki. 2007. *Improvising Theory: Process and Temporality in Ethnographic Fieldwork*. Chicago: University of Chicago Press. Read first and last chapters.

Week 2: Science and Humanism in Anthropology.

Required Readings:

Feder, Kenneth L. 2011. Epistemology: How you know what you know. In *Frauds, Myths, and Mysteries*, by K. L. Feder, pp. 18-46. McGraw-Hill, New York.

Kuznar, Lawrence A. 2008. *Reclaiming a Scientific Anthropology (2nd edition)*. Lanham: Altamira Press. Read Chapters 1, 3, & 5.

Lett, James. 1997. *Science, Reason, and Anthropology: The Principles of Rational Inquiry*. Lanham: Rowan & Littlefield. Read Chapters 1, 3, & 4.

And re-read section on Humanism in Chapter 1 in Bernard 2017, and Chapter 1 in Creswell 2014.

Also see the Society for Humanistic Anthropology webpage: <http://sha.americananthro.org/>

Recommended Reading:

O'Meara, J. Tim. 1989. Anthropology as Empirical Science. *American Anthropologist* 91:354-369.

Week 3: Worldviews, Theory, and Methods.**Required Readings:**

Review Chapter 1 and Read Chapters 2 & 3 in Creswell 2014.

Week 4: Formulation: Problem Statement, Hypotheses, Feasibility.**Required Readings:**

Bernard, H. R., P. J. Pelto, O. Werner, J. Boster, A. K. Romney, A. Johnson, C. R. Ember, and A. Kasakoff. 1986. The construction of primary data in cultural anthropology. *Current Anthropology* 27:382-395.

And Chapters 3-5 in Bernard 2017; and Chapters 5-7 in Creswell 2014.

Week 5: Implementation: Logistics, Permits, Funding. No assigned readings.**Week 6: Implementation: Ethics and IRB.****Required Readings:**

Berremen, Gerald D. 2012. Ethics versus 'Realism in Anthropology. In C. G. Antonius, M. Robben, & Jeffrey A. Sluka, eds., *Ethnographic Fieldwork: An Anthropological Reader (2nd edition)*, pp. 331-352. Oxford: Blackwell.

Bliss, Alan. 2002. Oral History Research. In Robert J. Amdur, & Elizabeth A. Bankert, eds., *Institutional Review Board Management and Function*, pp. 415-418. Sudbury: Jones and Bartlett Publishers.

Sluka, Jeffrey A. 2012. Fieldwork Ethics: Introduction. In C. G. Antonius, M. Robben, & Jeffrey A. Sluka, eds., *Ethnographic Fieldwork: An Anthropological Reader (2nd edition)*, pp. 299-305. Oxford: Blackwell.

Smith Parrott, Elizabeth. 2002. Ethnographic Research. In Robert J. Amdur, & Elizabeth A. Bankert, eds., *Institutional Review Board Management and Function*, pp. 407-414. Sudbury: Jones and Bartlett Publishers.

And re-read section on Ethics and Social Science in Chapter 1 in Bernard 2017, and **Read** Chapter 4 in Creswell 2014.

Recommended Reading:

U.S. Department of Health, Education, and Welfare. 1979. *The Belmont Report: Ethical Principles and Guidelines for the Protection of Human Subjects of Research*.

<http://babel.hathitrust.org/cgi/pt?id=pur1.32754076366750;view=1up;seq=1>

Warner, Faith. 2009. Ethical Considerations for Digital Fieldwork: Cyberethnography and IRBs *Anthropology News*, <https://anthrosource.onlinelibrary.wiley.com/doi/epdf/10.1111/j.1556-3502.2009.50627.x> September 2009, p. 27.

Also see these statements on Ethics:

The American Anthropological Association Statement on Ethics:

<http://ethics.americananthro.org/category/statement/>

Biological Anthropology and Ethics (Project Muse):

<http://muse.jhu.edu/books/9780791484067>

Society for American Archaeology Principles of Archaeological Ethics:

<http://www.saa.org/AbouttheSociety/PrinciplesofArchaeologicalEthics/tabid/203/Default.aspx>

Week 7: Data Collection: Field methods.**Required Readings:**

Faubion, James D., and George E. Marcus, eds. 2009. *Fieldwork Is Not What It Used to Be*. Ithaca: Cornell University Press. Read the Forward and Introduction.

Hester, Thomas R., Harry J. Shafer, and Kenneth L. Feder. 2016. *Field Methods in Archaeology, 7th ed.* New York: Routledge. Read Chapters 4 & 5.

And Chapters 9-15 in Bernard 2017.

Week 8: Data Collection: Sampling methods.

Required Readings: Chapters 7 & 8 in Bernard 2017; and Chapters 8-10 in Creswell 2014.

Week 9: Analysis of Quantitative Data.

Required Readings: Chapters 16 & 19-21 in Bernard 2017; Chapters 3 & 8 in Creswell 2014.

Week 10: Analysis of Qualitative Data

Required Readings: Chapters 16-18 in Bernard 2017; *Review:* Chapters 3 & 9 in Creswell 2014.

Week 11: Interpretation of Research Results 1. No assigned readings.

Week 12: Interpretation of Research Results 2. Continued discussions of interpretations of results, *No assigned readings.*

Week 13: Dissemination of the Results.**Required Readings:**

AAA Ethics Forum 5. Make your Results Accessible. <http://ethics.americananthro.org/ethics-statement-5-make-your-results-accessible/>

Cooper, Matthew. 2008. Sharing Data and Results with Study Participants: Report on a Survey of Cultural Anthropologists. *Journal of Empirical Research on Human Research Ethics* 3:19-34. <https://journals.sagepub.com/doi/10.1525/jer.2008.3.4.19>

Goldstein, Lynne. 2016. More thoughts from the Archaeology Division of the AAA-Publications, Blogging, and Making Conversations Count. <https://savageminds.org/tag/dissemination/>

Recommended Reading:

Becker, Howard S. 2007. Getting it out the Door. In *Writing for Social Scientists, 2nd ed.*, pp. 121-134. Chicago: University of Chicago Press.

Week 14: Research Proposals.**Required Readings:**

Locke, L. F., W. W. Spirduso, and S. J. Silverman. 2007. *Proposals that work: A guide for planning dissertations and grant proposals*, 4th edition. Thousand Oaks, CA: Sage.

Plattner, Stuart. 1992. Anthropology grant proposal handbook. *Cultural Anthropology Methods Newsletter* 4:6-12. <http://fmj.sagepub.com/content/4/1/6.full.pdf+html>

Silverman, Sydel. 1991. Writing Grant Proposals for Anthropological Research. *Current Anthropology* 32(4):485-489.

Recommended Reading:

Yellen, John E. (1994). Women, archaeology, and the National Science Foundation: an analysis of fiscal year 1989 data. In *Equity Issues for Women in Archaeology*, edited by M. C. Nelson, S. M. Nelson and A. Wylie, pp. 53-57. Archaeological Papers No. 5. American Anthropological Association, Washington, D.C.

Week 15: Peer-reviews of Research Designs.**Required Readings:**

Hartnett-McCann, Kristen, Laura C. Fulginiti, Alison Galloway, and Katherine M. Taylor. 2019. The Peer review process: expectations and responsibilities. In: L. Fulginiti, K. Hartnett-McCann, and A. Galloway, eds., *Forensic Anthropology and the United States Judicial System*, pp. 123-140. New York: John Wiley & Sons. <https://doi.org/10.1002/9781119469957.ch8>

Przeworski, Adam, and Frank Salomon, 1988. *On the Art of Writing Research Proposals*. New York: Social Science Research Council.

Vora, Neha, and Tom Boellstorff, 2012. Anatomy of an Article: The Peer-Review Process as Method. *American Anthropologist* 114(4):578-583.

PROGRAM GOALS, LEARNING OUTCOMES AND PROFICIENCIES

- A. = program goal
- 1. = learning outcome
- a. = proficiency

B. Students will understand how anthropologists use and have used theory to describe and explain the world.

2. Connect anthropological theories to research endeavors.
 - a. Explain how theoretical frameworks shape research questions. (B)
 - b. Appreciate the contributions of different theoretical frameworks. (I)
3. Construct their own conceptual framework drawing from anthropological (and other) theories.
 - a. Reflect on their own worldviews. (B)
 - b. Compare their own worldviews with theoretical paradigms. (B)
 - c. Construct their own conceptual framework integrating relevant theoretical paradigms. (A)
 - d. Articulate clearly their own conceptual framework. (A)

C. Understand how to design, conduct, and evaluate research that makes theoretical and practical contributions to anthropology and beyond.

1. Design a research project that links theory to research questions, generated data, methods, and data analysis.
 - a. Formulate clear research questions, hypotheses, and objectives. (B)
 - b. Identify the necessary data needed to answer research questions, evaluate hypotheses and/or achieve objectives. (B)
 - c. Identify the appropriate methods to generate the necessary data. (B)
 - d. Identify the appropriate population, sample, sample size, and sampling techniques from which to generate the necessary data. (I)
 - e. Identify the appropriate methods to analyze the data to answer the research questions and/or evaluate the hypotheses. (A)
 - f. Communicate the research design in a research proposal. (A)
2. Use anthropological theory to develop research questions.
 - a. Identify relevant theoretical frameworks for a research question. (B)
 - b. Connect the theoretical frameworks to a meaningful research question. (I)
 - c. Use conceptual framework to develop research question and rigorous methods. (A)
5. Consider issues of justice, beneficence, and autonomy when conducting research with human or animal subjects.
 - a. Consider how to respect human subjects, protect their autonomy, and obtain informed consent. (B)
 - b. Consider and weigh the costs and benefits of the research activities for human subjects. (B)
 - c. Consider how research activities are administered fairly and equally among potential research participants. (B)

- d. Obtain necessary permits, permissions, and approvals for research in a timely manner. (I)
- e. Conduct research ethically in accordance with the guidelines of professional organizations. (A)

F. Meet ethical, collegial, and professional expectations in research, teaching, collaboration, and other professional endeavors.

1. Prepare for a career
 - a. Follow ethical and professional guidelines defined by the professional associations relevant to the student's career. (I)
 - b. Foster collegial relationships. (A)

OFFICE OF DISABILITY SERVICES STATEMENT

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

MENTAL HEALTH STATEMENT

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614 -292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at 614 -292- 5766 and 24-hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1- 800 -273-TALK or at suicidepreventionlifeline.org.

TITLE IX STATEMENT

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu

DIVERSITY STATEMENT

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

COMMITTEE ON ACADEMIC MISCONDUCT STATEMENT

All students should become familiar with the rules governing academic misconduct, especially as they pertain to plagiarism and cheating. Ignorance of the rules is not an excuse and all alleged cases of academic misconduct will be reported to the Committee on Academic Misconduct (COAM).

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.