Term Information

Effective Term   Spring 2025

General Information

Course Bulletin Listing/Subject Area   Anthropology
Fiscal Unit/Academic Org   Anthropology - D0711
College/Academic Group   Arts and Sciences
Level/Career   Graduate, Undergraduate
Course Number/Catalog   5525
Course Title   Practical Anthropology
Transcript Abbreviation   Practical Anthrop
Course Description   This course will train students in collaborative research skills, allowing them to solve real-world problems of clients, which can be communities, non-profit organizations, governments, and businesses. In this course we will develop research skills in program evaluation and needs assessment to address real-world problems of our clients and their stakeholders, focusing on the Columbus community.
Semester Credit Hours/Units   Fixed: 4

Offering Information

Length Of Course   14 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   Lecture
Grade Roster Component   Lecture
Credit Available by Exam   No
Admission Condition Course   No
Off Campus   Never
Campus of Offering   Columbus, Lima, Mansfield, Marion, Newark, Wooster

Prerequisites and Exclusions

Prerequisites/Corequisites   Junior or senior standing, graduate students, or permission of instructor
Exclusions
Electronically Enforced   Yes

Cross-Listings

Cross-Listings

Subject/CIP Code

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

Requirement/Elective Designation

Citizenship for a Diverse and Just World

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes	• Train students to become problem-solving anthropologists, who have the skills and attitudes to effectively engage in client-based research.
	• Tackle client's problems using an anthropological approach that considers the roles, interests, and perspectives of stakeholders.
	• Conduct a client-based research project, including problem identification, research design, data collection, data analysis, and interpreting and translating findings.
	• Collaborate effectively with clients, stakeholders, and team members from diverse backgrounds and experiences to contribute to solutions for clients' problems.
	• Communicate research effectively with clients and stakeholders through different modalities.
	• Meet ethical, collegial, and professional expectations and standards in collaborative research and other professional endeavors.
	• Apply theory to clients' problems and understand how findings from problem-based research contribute to theory development.
	• Articulate a sense of purpose and develop habits that prepare them for life-long learning about and engaging with real-world problems.
Content Topic List	• Real-world applications
	• Clients and stakeholders
	• Community-based problem solving
	• Collaboration
	• Professionalism
	• Identifying problems
	• Interviewing
	• Qualitative and quantitative analysis
	• Presentation skills
Sought Concurrence	No

Attachments

- citizenship GE form 20240201.pdf: GE Citizenship

  (Other Supporting Documentation. Owner: Palazzo,Sarah Rose)

- ANT 5525 on BA Curriculum Map.docx: Curriculum map BA

  (Other Supporting Documentation. Owner: Palazzo,Sarah Rose)

- ANT 5525 on BS Curriculum Map.docx: Curriculum map BS

  (Other Supporting Documentation. Owner: Palazzo,Sarah Rose)

- research-creative-inquiry-inventory 20240208.pdf: Research & Creative Inquiry

  (Other Supporting Documentation. Owner: Palazzo,Sarah Rose)

- EMAIL Concurrence for ANTHROP 5525 course 20240311.pdf: Concurrence email 1

  (Concurrence. Owner: Palazzo,Sarah Rose)

- EMAIL Concurrence for ANTHROP 5525 course 20240326.pdf: Concurrence email 2

  (Concurrence. Owner: Palazzo,Sarah Rose)

- 5525 email responses.docx: Response to feedback 4/3/24

  (Other Supporting Documentation. Owner: Palazzo,Sarah Rose)

- syllabus 5525 Practical Anthropology 20240522.docx: Syllabus 5/31/24

  (Syllabus. Owner: Palazzo,Sarah Rose)

- table ELOs citizenship.pdf: Citizenship ELOs 5/31/24

  (Other Supporting Documentation. Owner: Palazzo,Sarah Rose)

- cover letter GE committee 20240522.docx: Cover letter 5/31/24

  (Cover Letter. Owner: Palazzo,Sarah Rose)

Comments

- Updated syllabus, cover letter, and table mapping GE Citizenship ELOs attached. *(by Palazzo,Sarah Rose on 05/31/2024 01:21 PM)*

- Please see Subcommittee feedback email sent 05/20/2024. *(by Hilty,Michael on 05/20/2024 11:07 AM)*

- See feedback email sent to department 03-01-2024 *(by Steele,Rachel Lea on 03/01/2024 04:18 PM)*

- An old version of the HIP form was used (Research and Creative Inquiry). Please remove it and make sure that the most recent one available on the OAA website is filled out and uploaded https://oaa.osu.edu/sites/default/files/uploads/general-education-review/new-ge/research-creative-inquiry-inventory.pdf *(by Vankeerbergen,Bernadette Chantal on 02/08/2024 02:07 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Palazzo,Sarah Rose	02/07/2024 03:27 PM	Submitted for Approval
Approved	Guatelli-Steinberg,Debra	02/07/2024 05:35 PM	Unit Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	02/08/2024 02:08 PM	College Approval
Submitted	Palazzo,Sarah Rose	02/08/2024 03:52 PM	Submitted for Approval
Approved	Guatelli-Steinberg,Debra	02/08/2024 04:08 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	02/12/2024 07:55 AM	College Approval
Revision Requested	Steele,Rachel Lea	03/01/2024 04:18 PM	ASCCAO Approval
Submitted	Palazzo,Sarah Rose	04/03/2024 11:42 AM	Submitted for Approval
Approved	Guatelli-Steinberg,Debra	04/03/2024 12:48 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	04/03/2024 12:59 PM	College Approval
Revision Requested	Hilty,Michael	05/20/2024 11:07 AM	ASCCAO Approval
Submitted	Palazzo,Sarah Rose	05/31/2024 01:21 PM	Submitted for Approval
Approved	Guatelli-Steinberg,Debra	05/31/2024 02:03 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	09/09/2024 12:51 PM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Neff,Jennifer Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	09/09/2024 12:51 PM	ASCCAO Approval

May 30, 2024

Dear Colleagues,

Many thanks for the suggestions to further develop the proposal as a course for the Citizenship for a Just and Diverse World GE theme.

The reason we submitted this course for the Citizenship for a Just and Diverse World GE theme is that we envisioned that the course trains students to become local and global citizens who apply their anthropological skills to solve social problems and make the world safe for human difference. However, we realize that this vision may be implicit in the design of the course, but not explicit in the syllabus. The syllabus explains what students do, but not why it matters. We have therefore added a statement to the syllabus that explains the relationship between citizenship, diversity, and justice and what that means for practicing anthropologists when they conduct research for clients and communities.

Our course description in the syllabus started with the oft-cited quote from Ruth Benedict, one of our most famous anthropologists, "the goal of anthropology is to make the world safe for human difference." The reason we use that statement is to communicate that it is not enough for students to think as anthropologists: they have to leverage their anthropological skills to solve problems and thereby contribute to a safer and more just world.

In our department, we train students to think as anthropologists and that entails that they use relativistic, comparative, holistic, humanistic, and critical perspectives, and reflect on their own positionality. More importantly, we want students to practice this in their own lives and works, as citizens of local, global, and other communities.

In our undergraduate programs, students learn about concepts and theories of cultural diversity; gender, race, and ethnicity; inequality and health; belonging and representation in courses like *Introduction to Cultural Anthropology*; *Public Health and Human Rights*; *Race, Ethnicity, Gender and Human Biology*; *Anthropology of Sex, Drugs, and HIV*; *Disasters and Health*; and *Who Owns the Past* – to name a few courses from our department. Of course, students learn also about these concepts and theories in other programs across the university.

Our proposed course *Practical Anthropology* is all about anthropological praxis and builds on the aforementioned courses. In *Practical Anthropology*, students connect concepts like citizenship, diversity, intersectionality, positionality, and marginality to out-of-classroom experiences and apply them to solve real-life problems of justice, equity, diversity, belonging, and citizenship.

This anthropological praxis manifests itself in all components of the course, including what organizations we work with, what problems we tackle, the stakeholders we include in the project, the sampling decisions we make, the ethical issues we consider, how we respect privacy of participants and maintain confidentiality of their data, the questions we ask in interviews, how we ask those questions, where and in what ways we communicate the findings, and the policy recommendations and solutions we develop.

Examples of questions that we want students to ask throughout the course project about citizenship, diversity, and justice are:

- Who are the stakeholders? Who is included and who is not? How do we include all stakeholders in the project?
- How can make all stakeholders feel more included and support their participation in order to get their points of view?
- How do we accurately and meaningfully represent the points of view of all the stakeholders?
- What are our proposed solutions? Are these just solutions? Who benefits from the proposed solutions and who is left out?

In short, the way we designed the course, the anthropological praxis of citizenship, diversity, and justice is embedded throughout the semester in a wide range of course activities as the table below demonstrates.

We realize that this is not a conventional course, in which the focus is on reading and critical analysis of historical and contemporary texts, but we argue that the hands-on approach in which students engage with real-life problems at the intersection of citizenship, diversity, and justice is an important addition to the Citizenship for a Just and Diverse World GE theme.

Sincerely,

Mark Moritz
Professor and Director of Graduate Studies

Practical Anthropology
Collaborative Research for Social Impact

ANTHROP 5525   **Autumn 2024**

Course Information

- **Times:** Tuesdays and Thursday 2:15 – 4:05 pm

- **Location:** 018 Enarson

- **Credit hours**: 4

- **Mode of delivery**: In person

- **Prerequisites:** junior or senior standing, graduate students, or permission of instructor.

Instructor

- **Name:** Brutus Buckeye

- **Email:** buckeye.1@osu.edu

- **Office location:** 4034 Smith Laboratory

- **Office hours:** Mondays from 3 – 5 pm

- **Preferred means of communication**: email

- **Class-wide communications** will be sent through the announcements tool in CarmenCanvas. Please check your notification preferences (go.osu.edu/canvas-notifications) to be sure you receive these messages.

Course Description

The goal of this course is to train students in collaborative research skills that allow them to solve real-world problems of clients, which can be communities, non-profit organizations, governments, and businesses. These types of organizations use research every day to solve real-world problems, small and large, but the type of research is different from academic research, which is aimed at producing theoretical knowledge. Rather, in this course we will develop research skills in program evaluation and/or needs assessment to address real-world problems of our client and their stakeholders. In general, these projects will work towards increasing client capacity to address issues in the broader Columbus community. In so doing, students will develop skills in collaboration, meeting deadlines, working with stakeholders, and

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communicating results to diverse audiences in multiple modalities, as well as in developing and proposing solutions to often complex issues.

Students who successfully complete the course will be able to use their research skills to tackle real-world problems that they encounter in their lives and professional careers. Rather than relying on others for answers to empirical questions, students will be empowered to use their skills to develop their own research project, collect and analyze the data, and use the findings to propose effective changes in their own communities and/or those they work with/for. Depending on the client for the semester, students may work on a broad range of topics, which may address issues of diversity, equity, and justice in multiple domains, such as youth services, elderly services, transportation, and health, among other topics.

An integral part of the course are visits by practicing anthropologists who are working in professional fields in which they use collaborative research skills to solve real-world problems for clients. Students will be able to learn from the experts through short presentations and Q&A sessions. Students will also conduct their own research throughout the course, learning not only how to design research according to a client's needs, but also how to apply theory to practice, and how to generate potential solutions to the client's problems or needs out of their research results. Students will achieve this through individual and group work, including frequent reflective assignments on the research process.

This semester, we will be working with the Clintonville Resource Center (CRC), which is a community-based social services agency that brings people together to help individuals and families build upon their strengths (https://www.clintonvillecrc.org/about/). The core values of the Clintonville Resource Center are justice, adaptability, efficiency, engagement, and dignity. The center offers a wide range of services to the wider community, including senior supportive services, youth services, and support for caregivers. In the following semesters, we will be working with other organizations, for example, Ohio State's Administration and Planning Department, which is part of Planning, Architecture and Real Estate (PARE) and Vision Zero Columbus (https://vision-zero-columbus.hub.arcgis.com). The instructor(s) will identify and connect with potential clients, develop a shared understanding of the roles and responsibilities of the different parties, and establish a memorandum of understanding before the semester starts.

Practical Anthropology & Citizenship for a diverse and just world

Ruth Benedict's quote, "the goal of anthropology is to make the world safe for human difference," communicates that it is not enough for you to think as an anthropologist, but that you have to leverage their anthropological skills to solve problems and thereby contribute to a safer and more just world. In our department, we train students to think as anthropologists and that entails that they use relativistic, comparative, holistic, humanistic, and critical perspectives, and reflect on their own positionality. More importantly, we want students to practice this in their own lives and works, as citizens of local, global, and other communities.

In our undergraduate programs, you learn about concepts and theories of cultural diversity; gender, race, and ethnicity; inequality and health; belonging and representation in courses like

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Introduction to Cultural Anthropology; *Public Health and Human Rights*; *Race, Ethnicity, Gender and Human Biology*; *Anthropology of Sex, Drugs, and HIV*; *Disasters and Health*; and *Who Owns the Past* – to name a few courses from our department. Of course, you can also learn these concepts and theories in other programs across the university. This course *Practical Anthropology* is all about anthropological praxis and builds on the aforementioned courses. In *Practical Anthropology*, you will connect concepts like citizenship, diversity, intersectionality, positionality, and marginality to out-of-classroom experiences and apply them to solve real-life problems of justice, equity, diversity, belonging, and citizenship.

This anthropological praxis manifests itself in all components of the course, including what organizations we work with, what problems we tackle, the stakeholders we include in the project, the sampling decisions we make, the ethical issues we consider, how we respect privacy of participants and maintain confidentiality of their data, the questions we ask in interviews, how we ask those questions, where and in what ways we communicate the findings, and the policy recommendations and solutions we develop.

Examples of questions about citizenship, diversity, and justice that you will consider throughout the semester while working on the course project are:

- Who are the stakeholders? Who is included and who is not? How do we include all stakeholders in the project?
- How can make all stakeholders feel more included and support their participation in order to get their points of view?
- How do we accurately and meaningfully represent the points of view of all the stakeholders?
- What are our proposed solutions? Are these just solutions? Who benefits from the proposed solutions and who is left out?

Course Goal and Learning Outcomes

The goal of the course is to train students to become problem-solving anthropologists, who have the skills and attitudes to effectively engage in client-based research, and this entails that students will be able to:

1. Tackle client's problems using an anthropological approach that considers the roles, interests, and perspectives of stakeholders.

2. Conduct a client-based research project, including problem identification, research design, data collection, data analysis, and interpreting and translating findings.

3. Collaborate effectively with clients, stakeholders, and team members from diverse backgrounds and experiences to contribute to solutions for clients' problems.

4. Communicate research effectively with clients and stakeholders through different modalities.

5. Meet ethical, collegial, and professional expectations and standards in collaborative research and other professional endeavors.

6. Apply theory to clients' problems and understand how findings from problem-based research contribute to theory development.

7. Articulate a sense of purpose and develop habits that prepare them for life-long learning about and engaging with real-world problems.

GE Expected Learning Outcomes

This course satisfies the **Citizenship for a Just and Diverse World** GE theme of the general education requirements as well as the **Research and Creative Inquiry** GE requirements.

Citizenship for a Just and Diverse World GE

GE Goals for Citizenship for a Just and Diverse World:

1. Successful students will analyze concepts of citizenship, justice and diversity at a more advanced and in-depth level than in the Foundations component.

2. Successful students will integrate approaches to understanding citizenship for a just and diverse world by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

3. Successful students will explore and analyze a range of perspectives on local, national or global citizenship and apply the knowledge, skills and dispositions that constitute citizenship.

4. Successful students will examine notions of justice amid difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within society, both within the United States and around the world.

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Expected Learning Outcomes for Citizenship for a Just and Diverse World. Successful students are able to:

> 1.1 Engage in critical and logical thinking about the topic or idea of citizenship for a just and diverse world.
>
> 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of citizenship for a just and diverse world.
>
> 2.1 Identify, describe, and synthesize approaches or experiences as they apply to citizenship for a just and diverse world.
>
> 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.
>
> 3.1 Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global and/or historical communities.
>
> 3.2 Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.
>
> 4.1 Examine, critique and evaluate various expressions and implications of diversity, equity and inclusion, and explore a variety of lived experiences.
>
> 4.2 Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change.

This course meets the requirements for the Citizenship for a Just and Diverse World GE Theme through homework assignments, including reflective and discussion notes and in-class discussions and lectures on how diverse populations face diverse circumstances in Columbus and beyond. Students will learn about how social structures create different experiences for people of diverse backgrounds and how they can leverage their anthropological skills towards a more just world that is safe for human differences.

Research and Creative Inquiry GE

Expected Learning Outcomes for the **Research and Creative Inquiry** GE are:

1. **Critical thinking:** Clearly state and comprehensively describe the issue or problem under consideration, delivering all relevant information necessary.

2. **Analysis**: Interpret and evaluate information from multiple sources to develop a comprehensive analysis or synthesis, and thoroughly question the viewpoints of experts and professionals.

3. **Critical thinking & analysis** Systematically and methodically analyze their own and others' assumptions and carefully evaluate the relevance of contexts when representing a position.

4. **Scholarly engagement:** Articulate a thorough and complex understanding of the factors and contexts, including natural, social, cultural and political, contributing to the research problem or creative project.

5. **Integration of knowledge:** Connect, analyze, and extend knowledge (facts, theories, etc.) from course content to their research or creative activity.

6. **Multiple perspectives:** Evaluates and applies diverse perspectives to complex subjects from multiple cultural lens as appropriate.

7. **Self-awareness:** Evaluates the impacts of the research or creative work on themselves, the scholarly inquiry, the local and global systems and also considers the long-term impact of the work on the scientific or artistic community.

8. **Empathy**: Interpret and explain research or creative activity from the perspectives of own and more than one worldview and demonstrates empathy towards others in the research community.

This course meets the requirements for the Research and Creative Inquiry GE through a series of homeworks assignments inside and outside of class in which students collaboratively conduct a research project for a client. Students will complete reflective and discussion notes that reflect on their learning processes and how the class topic of inquiry relates to their career goals and ambitions. They will also meet these requirements through returning their research results to the client and stakeholders they work with throughout the semester.

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How this Course is Organized

All the assignments and course materials can be found on CarmenCanvas. The course is organized in **weekly modules** in CarmenCanvas that are organized as follows:

- An **overview page** that describes the learning goals, activities in class, and homework assignments for that particular week.

- Links to required as well as recommended **readings** / **videos** / **podcasts**. Students will complete the required readings before coming to class on Tuesday.

- Weekly 500-word **reflective notes/discussion posts** in which students reflect on what they learned that week from the readings, writing the homework assignments, class discussions, and our guests. The reflective notes/discussion posts are generally due before Friday midnight.

- There are seven **collaborative project assignments** in which students will work on different components of the collaborative research project. The assignments are due before Monday midnight and occasionally reflective notes accompanying these assignments will also be due on Mondays. These dates are specified in the syllabus.

- The capstone assignment is a **final essay** in which students reflect on and describe what they learned about client-based research using examples from the work that they conducted for the client. The final essay should not be longer than three single-spaced pages.

Expectations for graduate students.
- This course can be taken by undergraduate and graduate students. Graduate students complete all the same assignments as the undergraduates.
- As graduate students are more advanced in their studies, they are expected to mentor and support the learning of the undergraduates enrolled in class.
- In addition to the required readings, graduate students will also read the recommended readings.

Credit hours and work expectations: This is a 4 credit-hour course. According to Ohio State bylaws on instruction (go.osu.edu/credithours), students should expect around 4 hours per week of time spent on direct instruction (instructor content and CarmenCanvas activities, for example) in addition to 8 hours of homework (reading and assignment preparation, for example) to receive a grade of C average.

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How Your Grade is Calculated

Assignment Category	Percentage
Participation	10%
Reflective notes and discussions (14)	20%
Collaborative project assignments (7)	50%
Final essay	20%

Late Assignments

Due dates are set to help you stay on pace and to allow timely feedback that will help you complete subsequent assignments. Meeting deadlines for assignments is essential to ensuring that our research team can move forward on the collaborative project and that we are working as responsible professionals who meet client expectations and needs.

Attendance Policy

You are expected be actively engaged in class; that is, coming to class prepared, paying attention, and contributing to discussions and problem solving, both by making comments and by facilitating other people's participation. Because it is difficult to do well in the course if sessions are missed *attendance at every class meeting is required*. Please contact me if there is an emergency situation and you cannot make it to class.

Instructor Feedback and Response Time

- **Preferred contact method:** If you have a question, please contact me first through my Ohio State email address. I will reply to emails within **48 hours on days when class is in session at the university**.

- **Class announcements:** I will send all important class-wide messages through the Announcements tool in CarmenCanvas, including changes to the syllabus. Please check your notification preferences (go.osu.edu/canvas-notifications) to ensure you receive these messages.

- **Grading and feedback:** For assignments submitted before the due date, I will try to provide feedback and grades within **seven days**. Assignments submitted after the due date may have reduced feedback, and grades may take longer to be posted.

- Remember that you can call 614-688-4357 (HELP) at any time if you have a technical problem.

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Grading Scale

Final grades are based on the following grading scheme: 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.

Note about the Course Schedule

While in this class we will make every effort to stick to our schedule as outlined in the syllabus, the nature of working with a client and conducting research requires flexibility. We may have unexpected challenges in carrying out our research for the client, which will require us to pivot and adapt our schedule or our focus. Unexpected challenges and pivoting are features of almost any research project and maintaining flexibility while keeping our end goal in mind is an important skill that you will learn in this class. Things will happen that could be interpreted as failures, however, bear in mind that when something does not go according to plan in a research project, that it provides an important learning opportunity that we will collectively find our way through.

Working with the Client

During the semester we will be working closely with our client to ensure that our research project is meeting their interests and needs. As part of doing research for this project, you may also be required to travel to client sites, such as for conducting participant observation or semi-structured interviews with relevant stakeholders. While the instructor is responsible for grading your coursework and giving feedback on it, the final presentation and report are deliverables that we generate for the client and thus should provide relevant insights into how they can improve their programming.

Roles and Responsibilities of the Client

During the semester the client will meet with the class at the beginning of the semester to discuss the research problem that the class will address and attend the final presentation at the end of the semester. In addition, the client will designate a contact person that the instructor and students can contact once a week for check-ins and emergent questions. The client will also provide us with contact information of stakeholders and customers.

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Course Schedule

Refer to the CarmenCanvas course for up-to-date due dates.

WEEK 1: Introduction to Client and Community-Based Research and Problem Solving

This week serves as an introduction to the course and ethnographic research. You will learn about what ethnographic research is and how it can be applied to address real world problems through an integrative, recursive, and abductive process. You will also learn about how the course is organized and our roadmap for completing a collaborative ethnographic research project for our client.

In class on Tuesday:
- We will have class introductions and go over the course syllabus and answer any questions regarding the course structure and format.

Before class on Thursday, do the following:
- Read Agar (2006) An ethnography by any other name (1-17).

- Read Lareau (2021) Introduction: The emergent nature of the research process (1-10).

In class on Thursday:
- We will have a lecture and discussion about what ethnographic research is and begin to see how we will employ it throughout the semester.

Before the end of the day Friday, do the following:
- **Write a discussion post** introducing yourself, your familiarity and skillset with ethnographic research, your career interests, and what you hope to get out of the class.

- **Read the advice** provided from other students who have taken the course previously and note what advice stood out to you the most from the other students, and why.

WEEK 2: Research Design and Conceptual and Theoretical Frameworks

This week serves as an introduction to conceptual and theoretical frameworks and how they inform research design. We will read about the differences between conceptual and theoretical frameworks and how they inform each other and the process of designing

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research. We will also reflect on our own conceptual frameworks and how our personal interests inform our approach to research.

Before class Tuesday
- Read Ravitch and Riggan (2012) Chapters 1 and 2 (1-27)

In class on Tuesday:
- We will have a lecture and discussion on the differences and similarities between conceptual and theoretical frameworks and how they inform research design.

In class on Thursday:
- We will have an in-class activity that helps us in identifying our own conceptual frameworks based on our prior knowledge and personal backgrounds and how they inform our approach to ethnographic research.

Before the end of the day Friday:
- Complete a **discussion post** summarizing the differences between conceptual and theoretical frameworks and how your personal interests inform your approach to research.

WEEK 3: Ethics and Professional Conduct in Team Research

Before we can begin using ethnographic methods to solve problems, we must first consider the ethics of doing research, especially among historically marginalized communities and diverse communities where people's socio-cultural backgrounds differentially shape their experiences of the world. This week we confront the biases and assumptions that shape the way we perceive cultural "others". By turning the anthropological gaze back upon ourselves (i.e., practicing reflexivity), we learn how to formulate meaningful questions, while also considering the ethical implications of the research decisions we make.

Before class on Tuesday do the following:
- Read Lareau (2021) Chapter 3 and the appendix on the IRB (38-59 and 271-278).

- Read AAA Statement on Ethics.

In class on Tuesday:
- We will have a discussion on research ethics and the importance of ethics in collaborative and applied research with diverse communities.

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- We will go over the concept of implicit bias in order to practice reflexivity.

Before class on Thursday, do the following:
- **Watch** The Urgency of Intersectionality by Kimberlee Crenshaw (Ted Talk (https://www.ted.com/talks/kimberle_crenshaw_the_urgency_of_intersectionality) (17:21)

- **Read:** Bennett et al. (2010) Chapters 1 through 4

In class on Thursday:
- We will have a discussion on intersectionality, and will analyze how citizenship intersects with culture, structure, power relations, and advocacy in our collaborative research project.

- We will have a guest speaker in class.

Before the end of the day Friday, do the following:
- **Complete** CITI Ethics Training and submit certificate on CarmenCanvas.

- **Complete** two Harvard Project Implict Tests and write a **reflective note** on what you learned from the process, as well as how it relates to the idea of intersectionality and how your own identity may influence your research findings and process. The full prompt is on CarmenCanvas. (https://implicit.harvard.edu/implicit/takeatest.html).

WEEK 4: Meeting the Client and Identifying the Problem

This week we will be introduced to the community partner, or client, that we will be working for and with for the rest of the semester. They will introduce us to the problem that we will be studying and how it relates to the broader goals and mission of their institution. We will consider how broader historical and structural factors may contribute to the problem that we are introduced to.

Before class on Tuesday, do the following:
- Read Núñez (2014) Engaging Scholarship With Communities (92-115).

- Read Lareau (2021) Chapter 2: Before you Begin: Dreaming and Thinking (11-37).

- **Collaborative project assignment 1**: review the website of the Clintonville Community Resource Center. (clintonvillecrc.org) – our partner for the semester - and write down any questions that arise regarding their work in Columbus.

In class on Tuesday:
- We will have a debrief regarding how the implicit bias tests and ethics trainings went and the lessons learned from practicing such activities and how they relate to citizenship. We will consider what it means to be both a citizen and an ethical researcher.

- We will have a lecture on the readings and a brief discussion on research planning and how we can approach this research project ethically and ethnographically.

In class on Thursday:
- We will meet representatives from the Clintonville Community Resource Center, our client partners for the semester.

- We will discuss historical and structural factors that contribute to the issue we are addressing for our community partner.

- We will be introduced to our research questions for the semester and how they can be answered through ethnographic research.

Before the end of the day Friday, do the following:
- **Watch** Urban Revitalization or Planned Extinction? A TedX talk by Trevon Logan (13:08)

- Complete a **discussion post** on the types of structural and historical factors in Columbus and beyond that influence the problem that we are trying to address for our client.

WEEK 5: Sampling Strategies

This week we learn about how to identify the populations and stakeholders that we will be doing research with and different approaches to sampling in social science research. We will learn about how to identify the target demographic and how to obtain meaningful and/or representative samples.

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Before class on Tuesday, do the following:
- Read Lareau (2021) Chapter 3: Preparing: The Early Steps in a Study (38-59).

In class on Tuesday:
- We will have a lecture and discussion on the reading.

- We will begin to go over social science sampling strategies

In class on Thursday:
- We will practice desgining research sampling in class and will identify the sampling strategy for our collaborative research project.

- We will have a guest speaker come to class who does client-based research.

Before the the end of the day Friday, do the following:
- Complete a **discussion note** on why sampling in social science research is important and how having a misrepresentative sample can skew research results. Consider the impacts of missing diverse perspectives during applied social science inquiry: how does lacking perspectives impact applied research outcomes? What could this entail for historically marginalized populations and their ability to fully participate as citizens? Try and think of an example or two from Columbus.

WEEK 6: Exploratory Data Collection

This week we will learn about exploratory data collection and how we can use it to inform our subsequent data collection processes. We will reflect on how the information learned during exploratory research informs both our research questions (are we asking the right thing?) as well as how it aids in designing our other data collection tools, such as interview guides and surveys.

Before class on Tuesday, do the following:
- Read Silverman and Patterson (2022) Qualitative Research for Students and Professionals (1-23).

In class on Tuesday:

- We will have a lecture and discussion on our reading for this week and will learn about how to create integrative and holistic ethnographic research design.

- We will be introduced to the concept and practice of exploratory data collection.

In class on Thursday:
- We will discuss exploratory data collection techniques and strategies for conducting effective exploratory data collection for our collaborative research project. We will consider how to craft exploratory techniques that ensure we are gaining data from a representative swath of our target research population.

Before the end of the day Monday, do the following:
- **Collaborative project assignment 2:** conduct one hour of exploratory data collection and write a **discussion note** of what you learned and what it means for our research questions and future research steps. Consider any ethical challenges or questions that this exploratory data collection generated.

WEEK 7: Participation

This week we learn about how anthropologists learn about the communities we work with by participating in everyday life and other activities through participating, observing, and taking fieldnotes. We will also consider what it means to be a participant and how we should employ reflexivity and be ethical as a participant in a culture or community that may be different than our own.

Before class on Tuesday, do the following:
- Read Lareau (2021) Chapter 6: Learning to do participant observation (140-162).

In class on Tuesday:
- We will have a debrief on how exploratory data collection went and discuss what we learned

- We will revisit and refine our research questions for this project based on what we learned during exploratory data collection.

- We will be introduced to the concept and practice of participant observation.

In class on Thursday:

- We will have a lecture and discussion on participant observation, identify where to conduct participant observation, and go over how to be effective participant observers in our research project.

- We will have a guest speaker in class.

Before the the end of the day Friday, do the following:
- Write a **discussion post** about ethics in participant observation and how we can be responsible researchers when conducting participant observation as well as what we can learn from it. Consider how ethical research practices relate to citizenship.

WEEK 8: Observation and Writing Fieldnotes

This week we learn about participant observation and practice doing participant observation and writing fieldnotes.

Before class on Tuesday, do the following:
- Read Lareau (2021) Chapter 7: Writing High-Quality Fieldnotes (163-194).

In class on Tuesday:
- We will be introduced to the concept and practice of writing fieldnotes with a lecture and discussion on both participant observation and writing fieldnotes.

In class on Thursday:
- We will practice conducting participant observation and writing fieldnotes during a class activity

- We will go over how this activity went and what we can change or do better for our fieldnotes and participant observation homework

Before the end of the day Monday, do the following:
- **Collaborative project assignment 3:** conduct participant observation for one hour, while taking jottings. Immediately after, write fieldnotes of your experience, detailing what you observed as well as your interpretation or analysis of it, being sure to identify when you are writing observations versus interpretation.

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- Write a **discussion post** about what you observed and learned and how conducting participant observation informed your understanding of the problem we are studying as well as the broader community dynamics that inform it.

WEEK 9: Semi-Structured Interviews

This week we learn about what defines a semi-structured interview and how to do them as well as the importance of informed consent and confidentiality. We will write an interview guide and practice doing interviews. We will also learn about writing interview transcripts. We will practice these skills by doing an interview and transcribing it. In class, we will collectively generate an informed consent script to be used prior to our interviews.

Before class on Tuesday, do the following:
- Read Lareau (2021) Chapter 4: Learning to Interview (60-90).

- Read Lareau (2021) Chapter 5: How to Conduct a Good Interview (91-139).

In class on Tuesday:
- We will have a debrief about how participant observation went, what we learned, and what we still have to learn or could change for future iterations of participant observation, We will discuss how the practice of writing fieldnotes went, what we learned, and how we could improve.

- We will be introduced to the concept and practice of ethnographic interviewing and what makes for effective interviews via a lecture and discussion

In class on Thursday:
- We will further discuss the practice of ethnographic interviewing and what makes for effective interviews.

- We will come up with a semi-structured interview guide in class that is relevant for our research project and is able to answer our research questions.

Before the end of the day Monday, do the following:
- Conduct one interview.

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- Write a **reflective note** discussing your interview experience, what you did well and what you could do better, and what you learned and how it relates to broader topics we have been discussing in class, such as citizenship, reflexivity, and diversity.

WEEK 10: Qualitative Analysis

This week we learn about doing qualitative analysis to analyze our interview transcripts. We will use grounded theory to analyze our interviews. We will practice grounded theory in class using our interview transcripts on Tuesday. On Thursday, we will build a grounded theory model to explain the themes among our interview transcripts.

Before class on Tuesday, do the following:
- Read Lareau (2021) Chapter 8: Data Analysis (195-225).

- **Collaborative project assignment 4:** transcribe your interview and clean up the transcript.

In class on Tuesday:
- We will debrief over how interviewing went, what we learned from our interviews, and what new questions arose from the interviewing process.

- We will be introduced to the concept of qualitative analysis and practice analyzing our interviews using grounded theory in class on Thursday.

In class on Thursday:
- We will continue analyzing our interview transcripts using grounded theory in class and begin to identify a grounded theory model that explains patterns within and across our interview transcripts.

Before the end of the day Friday, do the following:
- Write a **reflective note** about the process of doing grounded theory and how the qualitative findings inform our understandings of diverse human experiences. Consider what was shared between interviews and what was different and how this relates to the individual background and experiences of the person you interviewed.

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WEEK 11: Qualtrics Survey

This week we learn about survey design. We will consider topics, such as: what makes a good survey question and how it relates to our research questions; how to distribute surveys to our target population; and, how different question types generate different data types and how these can be used to answer our research questions.

Before class on Tuesday, do the following:
- Read Trochim (2005) Survey Research (76-86).

- Willow and Yotebieng (2020) Introduction: Doing Good Anthropology (1-18).

In class on Tuesday:
- We will have a lecture and discussion on survey research and what it means to be an activist anthropologists. We will consider how activisim aligns with research as well as the tensions between the two. We will consider what it means to be a citizen, a researcher, and an activist at the same time.

- We will be introduced to the practice of surveys and learn about how they complement survey research as well as they different types of data and information these different methods provide.

Before class on Thursday, do the following:
- **Collaborative project assignment 5**: write three survey questions relevant to the project and submit them on Carmen.

In class on Thursday:
- We will collaboratively design a survey to be distributed to our target research sample using questions we generated. We will draw on existing knowledge and theory to design questions that our able to help answer our research questions for our client partner.

Before the end of the day Friday, do the following:
- Submit a **reflective note** that discusses how completing an applied research project for a community organization relates to citizenship and how activism and contributing to community causes (practicing agency) can lead to broader positive changes in one's community (social structure).

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WEEK 12: Quantitative Analysis

This week we will practice basic quantitative analyses using data from our Qualtrics survey. We will use Excel software to conduct these analyses. We will consider how our research results connect back to our initial research questions as well as how our findings inform our qualitative analysis results and the recommendations we will make to our client.

Before class on Tuesday, do the following:
- Read DeCuir-Gunby (2008) Mixed Methods Research in the Social Sciences (1-20).

- Willow (2020) All I can do: Why Activists (And Anthropologists) Act (85-97).

In class on Tuesday:
- We will have a debrief on how designing survey questions went and how survey data complements interview data.

- We will learn about quantitative analysis and practice analyzing quantitative data in excel.

- We will have a lecture and discussion on how different research methods and data types (i.e., qualitative and quantaitive) inform one another and the costs/benefits of mixed methods research.

In class on Thursday:
- We will have a discussion where we consider how differences in experience and background influence individual stakeholder outcomes and how to design solutions that account for difference, advancing equity and justice. We will continue our conversation on how activism relates to the practice of social science research and how it can help inform ethically and empirically grounded research.

Before the end of the day Friday do the following:
- Write a **discussion post** that considers how the different data types we are gathering in our research project complement and add to each other. What can we learn from the qualitative versus the quantitative data? What can we learn from combining them? What are some anticipated interpretations you have from our results, given what you expect the survey results to say? How can the results be used to initiate positive change in the world and to account for cultural diversity.

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WEEK 13: Analyzing Results and Connecting them to Theory

This week we will continue our analysis of survey results and work on triangulating these findings with the findings from our semi-structured interviews. We will consider how different research methods produce different types of data and how we can combine them for fuller understandings of the topic we are researching. We will consider how our research informs, challenges, or builds on existing theory regarding our topic. We will begin working on our final report for our client.

Before class on Tuesday, do the following:
- Read Lareau (2021) Chapter 9: Writing (226-259).

In class on Tuesday:
- We will debrief on what we have learned so far from our survey research and how it complements and informs what we have learned from our interviews and grounded theory analysis of them.

- We will have a lecture and discussion on how to relate theory to research results and how to interpret our research questions and hypotheses by building on or challenging existing theory.

Before class on Thursday, do the following:
- Identify two academic sources that are relevant to the problem we are studying and which will be helpful in relating our findings back to existing scientific theory and knowledge

In class on Thursday:
- We will have an in-class activity that practices connecting our research results to theory using the academic sources you identified before class.

Before the end of the day Friday, do the following:
- Write a **reflective note** about the process of interpreting our research results using existing theory. Consider how the results challenged, added to, or confirmed existing theory in relation to the academic sources you identified and what the implications of these findings and their interpretation are for the problem we are studying. Also note what some of your preliminary recommendations for the client's problem are and how recommendations can be crafted to meet the needs of diverse populations.

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WEEK 14: Preparing Report and Presentation

This week we will continue working on our final report for our client as well as begin working on our final presentation for our client and stakeholders. We will consider what are they key components of our findings and suggestions that should be shared in a presentation format and which elements are for the report only. We will think through what makes for effective public speaking and how to communicate scientific research to diverse audiences.

Before class on Tuesday, do the following:
- Read Lareau (2021) Chapter 10: Conclusion (260-264).

In class on Tuesday:
- We will have a debrief on the process of connecting theory to research results and on the practice of finalizing a research project and its results.

- We will identify the main sections to be included in our final research report and how we can structure our report so that it logically and effectively answers our research questions and relays the most salient and relevant results to our client partner.

In class on Thursday:
- We will practice drafting sections of the research report according to the sub-groups that we are a part of for the final report and presentation.

- We will debrief how this activity went and discuss what we should or should not include for the final report and presentation as a class.

Before the end of the day on Friday, do the following:
- Submit a **reflective note** that discusses how you contributed to the overall group work as well as where your group members strengths compensated for areas you were not as strong in. Consider what the challenges and opportunities are of working in teams and how group dynamics shaped the overall research experience.

Before the end of the day Monday, do the following:
- **Collaborative project assignment 6**: with your group, write you portion of the report and add it to the working document with the complete report. Be sure to edit it for typos and grammatical errors and review one another's work. Be sure to cite relevant scientific theory and knowledge where relevant, discussing how your findings relate to existing theory and knowledge.

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WEEK 15: Presenting Findings

This week we present our findings to our client, offering them potential solutions to the problem that we have been researching all semester.

Before class on Tuesday, do the following:
- **Collaborative project assignment 7**: finalize your portion of the slides for the presentation and practice them with your group.

In class on Tuesday:
- We will finalize and practice our presentation for our client partner. We will consider what questions may arise for the partner and how we can answer them.

In class on Thursday:
- We will present our research results to our community client and relevant stakeholders.

Before the end of the day Friday, do the following:
- Write a **reflective note** about what went well and what could have been improved upon in terms of communicating research results to a diverse audience. Be specific about what you would change, how, and why.

FINALS WEEK

This week we will assess our learning in the course and reflect on how we have grown as scholars, practitioners, and professionals throughout the semester. We will work on our final reflective essay for the semester, which consider what we learned as scholars and how the class project informed our understandings of community engagementand citizenship.

Before the end of the semester, do the following:
- Turn in **final reflective essay**, in which you discuss: the lessons learned in class; how the skills developed are applicable to future careers; and, advice for future students of the course. Write about both what you have learned and what you still have to learn when it comes to doing applied and community-based research and what it means to be a citizen of Columbus

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Required readings

All the required readings are available in CarmenCanvas.

American Anthropological Association. Statement on Ethics.
https://americananthro.org/about/policies/statement-on-ethics/

Agar, Michael. 2006. An Ethnography By Any Other Name … Forum Qualitative
Sozialforschung / Forum: Qualitative Social Research 7 (4).

Bennett, L. M., H. Gadlin, and S. Levine-Finley. 2018. Collaboration and team science: A field
guide. Bethesda (MD): National Institutes of Health.

DeCuir-Gunby, Jessica T. 2008. Mixed Methods Research in the Social Sciences. Best
Practices in Quantaitive Methods. Jason W. Osborne (ed.). Thousand Oaks (CA): Sage
Publications.

Lareau, Annette. 2021. Listening to people: A practical guide to Interviewing, participant
observation, data analysis, and writing it all up. Chicago (IL): The University of Chicago Press.

Núñez, Guillermina Gina. 2014. Engaging scholarship with communities. Journal of Hispanic
Higher Education. 13(2):92-115.

Ravitch, Sharon M., and Matthew Riggan. 2012. *Reason & Rigor: How conceptual frameworks
guide research*. Los Angeles (CA): Sage.

Silverman, Robert Mark and Kelly L. Patterson. 2022. Qualitative research methods for
community development. New York, NY: Routledge (https://library.ohio-
state.edu/record=b9384894~S7).

Trochim, William. 2005. Survey Research. Research Methods: The Concise Knowledge Base.
Mason (OH): Atomic Dog Publishing Inc.

Willow, Anna J. and Kelly A. Yotebieng. 2020. Activism and Anthropology: New Contexts, New
Conversations. Oxfordshire: Routledge.

Recommended readings

All recommended readings are available in CarmenCanvas.

Baron, Nancy. 2010. Escape From the Ivory Tower: A guide to making your science matter.
Washington DC: Island Press.

Baumgartner, Jeffrey. *The Basics of Creative Problem Solving - CPS*. Innovation Management
2021 cited September 2, 2021. Available from
https://innovationmanagement.se/2010/06/02/the-basics-of-creative-problem-solving-cps/.

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Cockburn, Jessica, and Georgina Cundill. 2018. Ethics in Transdisciplinary Research: Reflections on the Implications of 'Science with Society'. In *The Palgrave Handbook of Ethics in Critical Research*, edited by C. I. Macleod, J. Marx, P. Mnyaka and G. J. Treharne: Springer Verlag.

Johnson, Jeffrey C. 1998. Research Design and Research Strategies. Handbook of Methods in Cultural Anthropology. H. Bernard and Clarence C. Gravlee (ed.). 131–71. Walnut Creek, CA: Altamira.

Simpson, Audra. 2007. On Ethnographic Refusal: Indigeneity, 'Voice' and Colonial Citizenship. *Junctures* 9:67-80.

CarmenCanvas Access

You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access your courses in CarmenCanvas. To ensure that you are able to connect to CarmenCanvas at all times, it is recommended that you do each of the following:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device (go.osu.edu/add-device) help article for step-by-step instructions.

- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.

- Install the Duo Mobile application (go.osu.edu/install-duo) on all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357 (HELP) and IT support staff will work out a solution with you.

Required Equipment

- **Computer:** current Mac (MacOS) or PC (Windows 10) with high-speed internet connection

- **Other:** a mobile device (smartphone or tablet) to use for BuckeyePass authentication

- If you do not have access to the technology you need to succeed in this class, review options for technology and internet access at go.osu.edu/student-tech-access.

Technology Skills Needed for this Course

- Basic computer and web-browsing skills

- Navigating CarmenCanvas (go.osu.edu/canvasstudent)

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- [CarmenZoom virtual meetings](go.osu.edu/zoom-meetings) (go.osu.edu/zoom-meetings)

Accessibility of Course Technology

This online course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations as early as possible.

- [CarmenCanvas accessibility](go.osu.edu/canvas-accessibility) (go.osu.edu/canvas-accessibility)
- [CarmenZoom accessibility](go.osu.edu/zoom-accessibility) (go.osu.edu/zoom-accessibility)

Technology Support

For help with your password, university email, CarmenCanvas, or any other technology issues, questions or requests, contact the IT Service Desk, which offers 24-hour support, seven days a week.

- **Self Service and Chat**: [go.osu.edu/it](go.osu.edu/it)

- **Phone:** [614-688-4357 (HELP)](tel:614-688-4357)

- **Email:** servicedesk@osu.edu

Other Course Policies

Student Well-Being

The well-being of students is of primary importance. If you are facing any challenges related to your physical or mental health, or obstacles like food or housing insecurity, please do not hesitate to get in touch to discuss ways we can put you in the best possible position to succeed.

Discussion and Communication Guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style**: While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. A more conversational tone is fine for non-academic topics.

- **Tone and civility**: Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online. I will provide specific guidance for discussions on controversial or personal topics.

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- **Citing your sources**: When we have academic discussions, please cite your sources to back up what you say. For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.

- **Backing up your work**: Consider composing your academic posts in a word processor, where you can save your work, and then copying into the CarmenCanvas discussion.

Statement on Academic Misconduct

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/.

Statement on Disability Services

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. 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.

If you are isolating while waiting for a COVID-19 test result, please let me know immediately. Those testing positive for COVID-19 should refer to the Safe and Healthy Buckeyes site for resources. Beyond five days of the required COVID-19 isolation period, I may rely on Student Life Disability Services to establish further reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.edu.

Disability Services Contact Information

- Phone: 614-292-3307

- Website: slds.osu.edu

- Email: slds@osu.edu

- In person: Baker Hall 098, 113 W. 12th Avenue

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Statement on Religious Accomodations

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.
If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the Office of Institutional Equity. Policy: Religious Holidays, Holy Days and Observances.

Statement on Diversity

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.

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Statement on Mental Health

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 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

GE Theme course submission worksheet: Citizenship for a Just & Diverse World

Overview

Courses in the GE Themes aim to provide students with opportunities to explore big picture ideas and problems within the specific practice and expertise of a discipline or department. Although many Theme courses serve within disciplinary majors or minors, by requesting inclusion in the General Education, programs are committing to the incorporation of the goals of the focal theme and the success and participation of students from outside of their program.

Each category of the GE has specific learning goals and Expected Learning Outcomes (ELOs) that connect to the big picture goals of the program. ELOs describe the knowledge or skills students should have by the end of the course. Courses in the GE Themes must meet the ELOs common for all GE Themes and those specific to the Theme, in addition to any ELOs the instructor has developed specific to that course. All courses in the GE must indicate that they are part of the GE and include the Goals and ELOs of their GE category on their syllabus.

The prompts in this form elicit information about how this course meets the expectations of the GE Themes. The form will be reviewed by a group of content experts (the Theme Advisory) and by a group of curriculum experts (the Theme Panel), with the latter having responsibility for the ELOs and Goals common to all themes (those things that make a course appropriate for the GE Themes) and the former having responsibility for the ELOs and Goals specific to the topic of **this** Theme.

Briefly describe how this course connects to or exemplifies the concept of this Theme (Citizenship)

In a sentence or two, explain how this class "fits' within the focal Theme. This will help reviewers understand the intended frame of reference for the course-specific activities described below.

The anthropology course, *5525: Practical Anthropology*, fits within the Citizenship for a Just and Diverse World GE theme by linking ideas learned in the classroom to real world experiences via a collaborative research project, examining historical and contemporary socio-cultural dynamics effecting the lived experiences of Columbus residents. By engaging in a public project, students will think critically about what it means to be a citizen, while also considering how justice is enacted among peoples living in diverse circumstances.

Connect this course to the Goals and ELOs shared by *all* Themes

Below are the Goals and ELOs common to all Themes. In the accompanying table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The specifics of the activities matter—listing "readings" without a reference to the topic of those readings will not allow the reviewers to understand how the ELO will be met. However, the panel evaluating the fit of the course to the Theme will review this form in conjunction with the syllabus, so if readings, lecture/discussion topics, or other specifics are provided on the syllabus, it is not necessary to reiterate them within this form. The ELOs are expected to vary in their "coverage" in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

Goal 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations. In this context, "advanced" refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities.

Goal 2: Successful students will integrate approaches to the theme by making connections to out-of- classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

	Course activities and assignments to meet these ELOs
ELO 1.1 Engage in critical and logical thinking	In this course, students will collaboratively develop an effective research program, connecting theory to data collection methods to data analysis methods to interpretation of results and developing solutions for the problem being studied. This requires students to both think critically and logically in order to connect theory to data they collect and to create research instruments capable of measuring what they want to study.
	Homework assignments that include data collection, data analysis, and data interpretation, as well as the creation and presentation of solutions, will help students meet this learning outcome.
ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or ideas within this theme.	While the specific research topic will change from semester to semester, students will explore the research topic at hand in-depth and from various angles in order to be able to find innovative solutions for the course's client. The topics will be derived from the clients and contribute to the greater Columbus community.
	Students will have reflective readings, lectures, and assignments, focused on advocacy and activism, the idea of working with

	stakeholders, and applying research findings to create positive change. as students move through the research cycle and engage with the broader Columbus community, Instructors will observe group work and timely feedback to improve student learning.
ELO 2.1 Identify, describe, and synthesize approaches or experiences.	As students move through this course, they will design effective research protocols to identify solutions to the client's problem. Moreover, they will engage with relevant bodies of literature, thus drawing on existing knowledge as well as applying knowledge from prior courses. Students will conduct reflective assignments throughout the semester on topics such as their role in team projects and how research ethics informs their approach to the project. For the research project, students will conduct literature reviews, synthesize knowledge, and identify relevant theories to interpret their research results. In addition, students will engage in class discussions on how the course experience relates to potential careers, identifying how the skills learned and developed in class can be used in careers. Students will be encouraged to think about how research applies to careers through guest presentations in class from practicing anthropologists who conduct applied research for clients.
ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.	Students will draw on prior knowledge to inform their research protocol and the potential solutions they identify, while also completing reflective assignments throughout the semester, encouraging self-assessment. In doing fieldwork, students will be challenged to respond to new and challenging contexts in culturally sensitive, appropriate, and creative ways. At the start of the course, students will complete an assessment assignment, which requires them to write about their personal learning goals and expectations for the course. This assignment will also require students to detail their previous experience and knowledge of specific research skills and techniques. For their final essay, students will write a reflective essay that includes components on what they have learned and what they still have to learn. They will revisit this initial essay at the end of the semester to reflect on what they have learned and how they have developed throughout the semester.

Goals and ELOs unique to Citizenship for a Just & Diverse World

Below are the Goals and ELOs specific to this Theme. As above, in the accompanying Table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The ELOs are expected to vary in their "coverage" in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

GOAL 3: Successful students will explore and analyze a range of perspectives on local, national, or global citizenship, and apply the knowledge, skills, and dispositions that constitute citizenship.

GOAL 4: Successful students will examine notions of justice amidst difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within societies, both within the US and/or around the world.

	Course activities and assignments to meet these ELOs
ELO 3.1 Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities.	In conducting ethnographic research for this class, students will be exposed to a diverse swath of Columbus residents who they will have to approach with empathy and understanding. Students will take an intersectional approach when considering how the lived experiences of citizenship differ and converge depending on. An individual's political and religious beliefs, ethnicity, gender identity, and/or sexual orientation. Students will present their research results to stakeholders involved in the project and write a report for the community client. In these assignments, students will have to demonstrate how historical and contemporary social dynamics differentially impact community members. In addition, students will complete homework assignments in which they reflect on their positionality in terms of citizenship both for themselves – and how this affects their research approach – as well as for research participants. Students will also discuss these issues in discussion forums on CarmenCanvas and in class.
ELO 3.2 Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.	Students will learn how social processes and dynamics in Columbus connect to broader national and global contexts. Students will consider how their preexisting knowledge and what they are learning in class regarding historical inequalities relate to the experiences of clients and stakeholders. Readings, attended lectures, and homework assignments will focus on working with stakeholders who may have different cultural backgrounds than themselves.

	They will also complete CITI ethics training and reflect on the ethics of working across difference in reflective notes and follow-up discussions in class. They will also discuss what it means to be a good citizen and intercultural competence.
ELO 4.1 Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences.	To examine, critique, and evaluate expressions and implications of diversity, equity and inclusion, students will conduct a collaborative and applied research project that is intended to create positive change in the programs carried out by the project client. In so doing, students will have to consider how the client they are working with can better meet the needs and interests of diverse stakeholders to create a more just, inclusive, and equitable Columbus. Students will also need to consider the differential positionality of research participants in designing and conducting ethical research. Students will engage in homework about what makes effective group work – considering how diversity, equity, and inclusion plays out in their own projects and teams. They will also have reflective notes about their own role in the team and how working in teams strengthens project dynamics, employing reflexivity. The ethics training they will receive will also encourage them to reflect on how diversity, equity, and inclusion are predicated on the lived experiences of community members. Students will also conduct one (or more) of Harvard's implicit bias test to help them examine and critique the ways in which we are implicitly taught to value and understand difference in our society and how they can challenge these assumptions.
ELO 4.2 Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change.	Students will analyze and critique the intersection of the concepts of justice, difference, and citizenship with cultural traditions, structures, power relations, and advocacy, in the collaborative research project and in crafting solutions for their client partner. In analyzing data and designing solutions for client problems, students will consider how differences in experience and background influence individual stakeholder outcomes and how to design solutions that account for difference, advancing equity and justice. The final presentation and report for the client will demonstrate the competencies that the students developed over the term. Students will engage in readings about advocacy and activism for

	social change throughout the semester. Students will also have homework assignments and discussions on the relationship between structure and agency and how that can lead to enacting citizenship for positive social change. They will also have readings specific to historical legacies in Columbus and how these long-standing dynamics have led to engrained social inequalities.

Research and Creative Inquiry Course Inventory

Overview

The GE allows students to take a single, 4+ credit course to satisfy a particular GE Theme requirement if that course includes key practices that are recognized as integrative and high impact. Courses seeking one of these designations need to provide a completed Integrative Practices Inventory at the time of course submission. This will be evaluated with the rest of the course materials (syllabus, Theme Course submission document, etc). Approved Integrative Practices courses will need to participate in assessment both for their Theme category and for their integrative practice.

Please enter text in the boxes below to describe how your class will meet the expectations of Research and Creative Inquiry courses. It may be helpful to consult with the OSU Office of Undergraduate Research and Creative Inquiry. You may also want to consult your Director of Undergraduate Studies or appropriate support staff person as you complete this Inventory and submit your course.

Please use language that is clear and concise and that colleagues outside of your discipline will be able to follow. You are encouraged to refer specifically to the syllabus submitted for the course, since the reviewers will also have that document. Because this document will be used in the course review and approval process, you should be *as specific as possible*, listing concrete activities, specific theories, names of scholars, titles of textbooks etc.

Accessibility

If you have a disability and have trouble accessing this document or need to receive it in another format, please reach out to Meg Daly at daly.66@osu.edu or call 614-247-8412.

Pedagogical Practices for Research and Creative Inquiry Courses
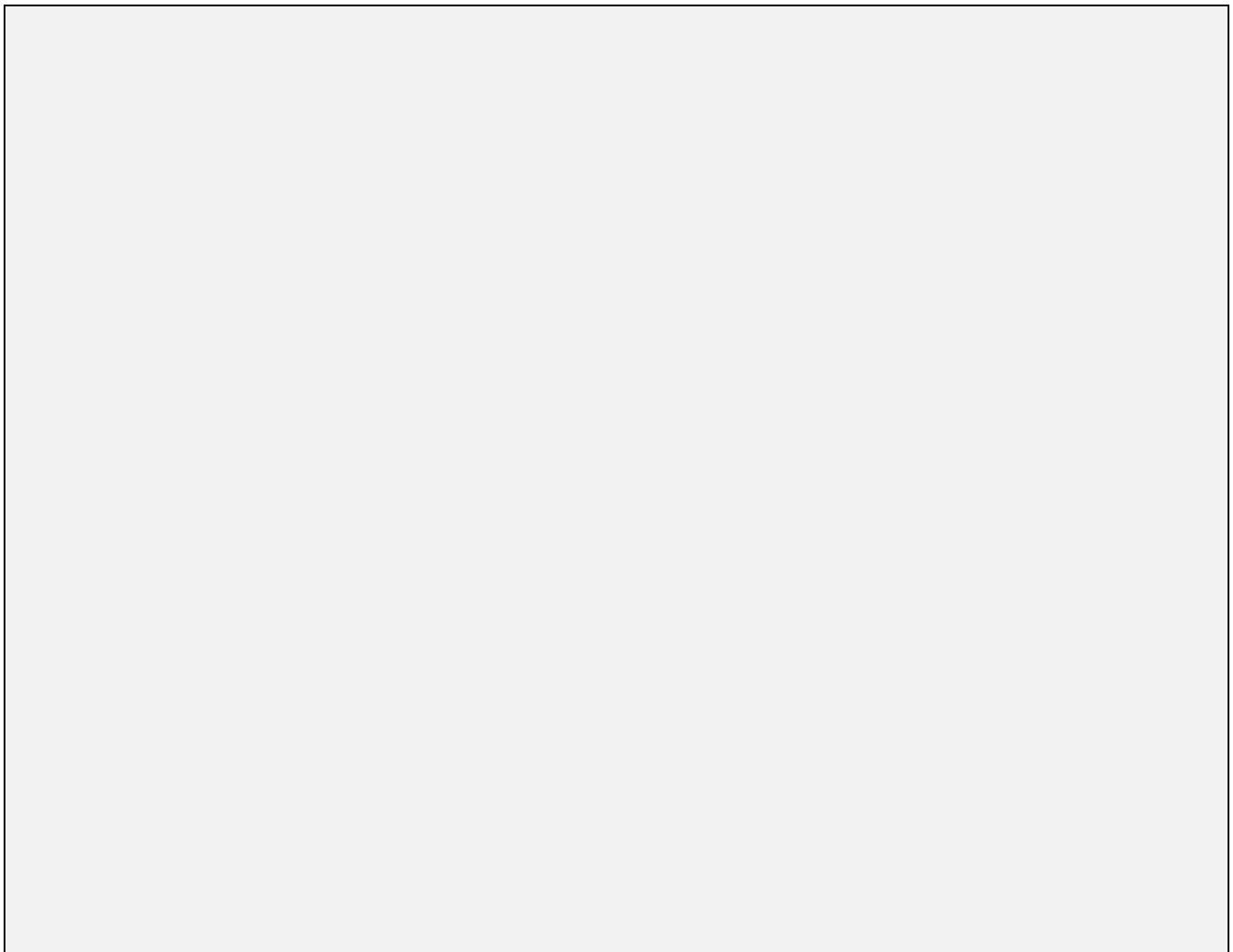
Course subject & number

Undergraduate research is defined by the Council on Undergraduate Research (CUR) as an inquiry or investigation conducted by an undergraduate student that makes an *original* intellectual or *creative* contribution to the discipline. Undergraduate creative activity is the parallel to research, engaging in a rigorous creative process using (inter)disciplinary methods to produce new work.

In the context of the 4-credit GEN Theme High Impact Practice (which, by definition, is a more robust course than a non-HIP 3-credit Theme course—since student will take one 4-credit course instead of taking two 3-credit courses), research or creative inquiry requires a level of rigor and engagement that goes beyond what is routinely already included in a 3-credit Theme course in that discipline. It will generally mean that students are either (1) instructed in and engage in original research and the production and/or analysis of new understanding or data used in the preparation of a final paper, report, or project characteristic of the discipline, *or* (2) they are instructed in and engage in the primary production and performance or display of new creative work characteristic of the discipline.
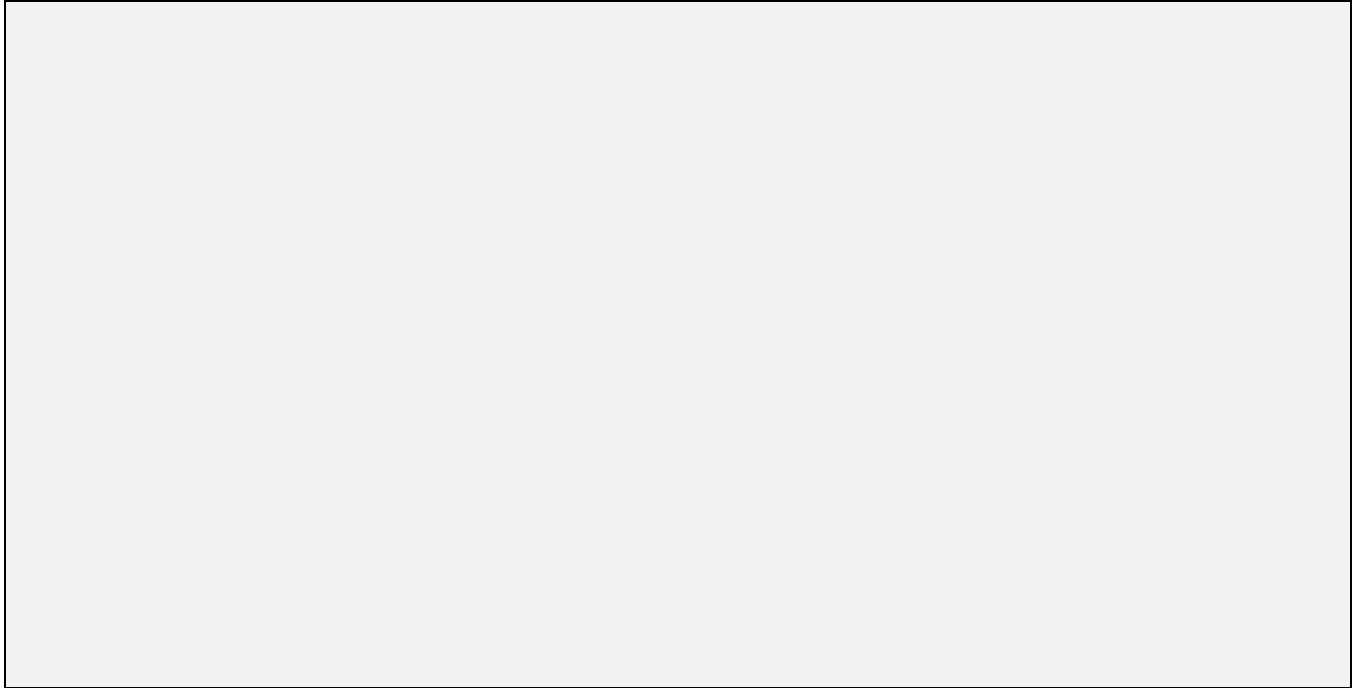
Further comments and clarifications:

- The Creative Inquiry or Research component should be integrated throughout a *substantial* portion of the course (not just at the very end, for example).
- The Creative Inquiry or Research component should connect to the Theme and to the subject/content of the course. If the course at hand is requesting two Themes, then the research component or creative work should fully pertain to both Themes.
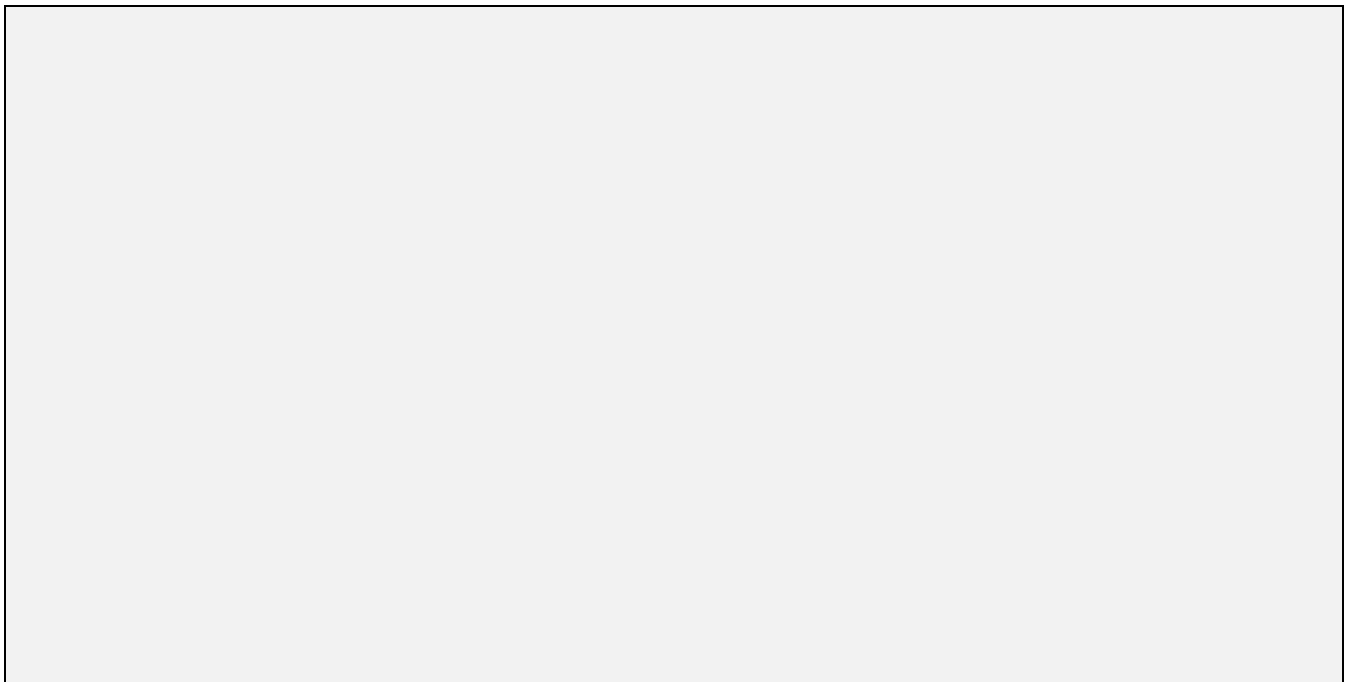
1. <u>Disciplinary expectations and norms</u>: Different disciplines at the university define original research and creative inquiry differently. Please explain what the expectations/norms of your discipline are for original research or creative inquiry. How is new understanding developed in your field? How does the creative process amplify knowledge in the field? (This information should also be readily visible on the syllabus.)
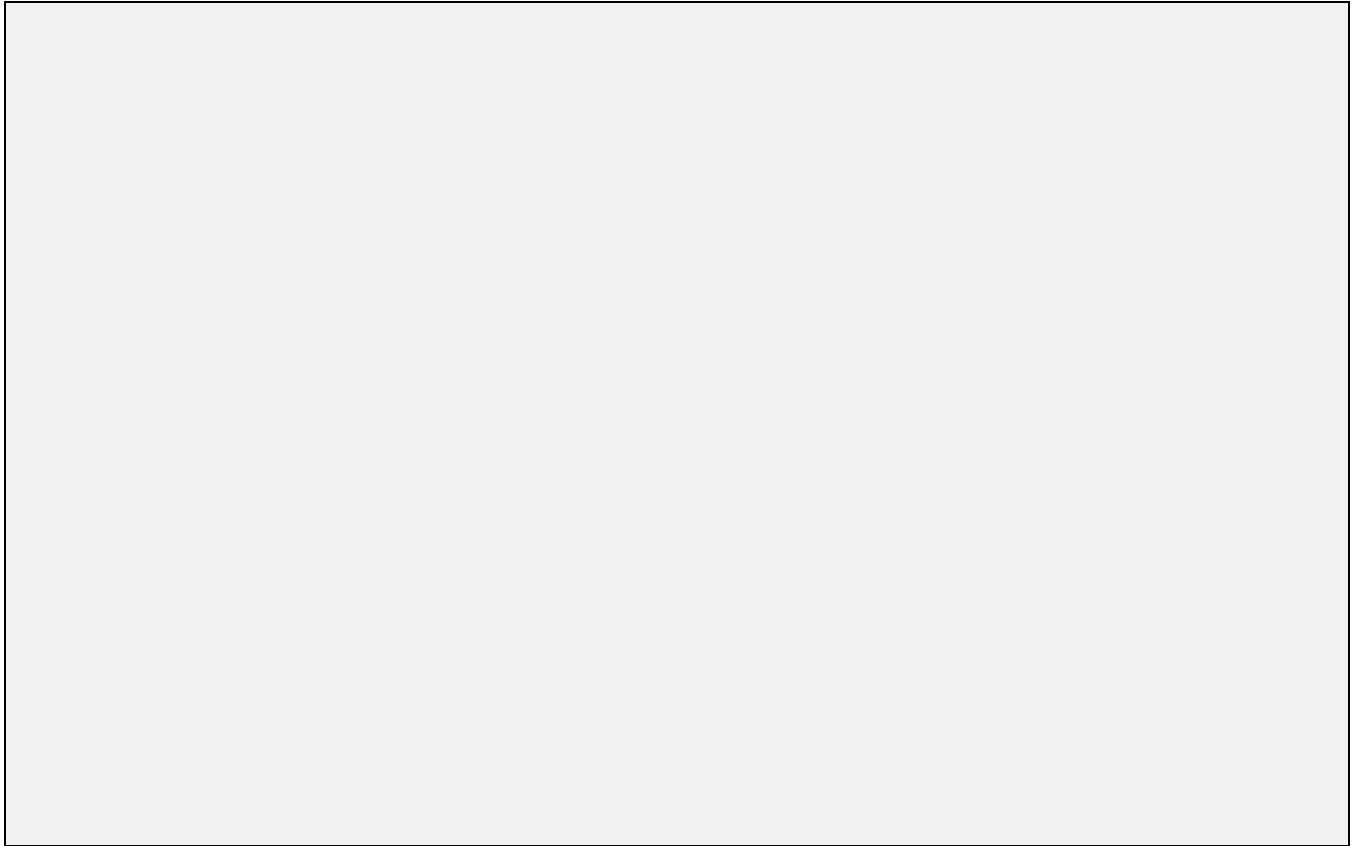
2. Teaching methods and practices: Which class activities and materials will be used to teach students the research methodology and/or research practices or the methods and practices of creative inquiry typical or relevant in your discipline? How will the potential ethical implications for research or creative inquiry in the field be addressed in the course? (This information should also be readily visible on the syllabus.)

3. Implementing: Through which class activities and materials will the students be given opportunities to practice disciplinary research or creative inquiry techniques, methods, and skills to create new knowledge or advance praxis? (This information should also be readily visible on the syllabus.)
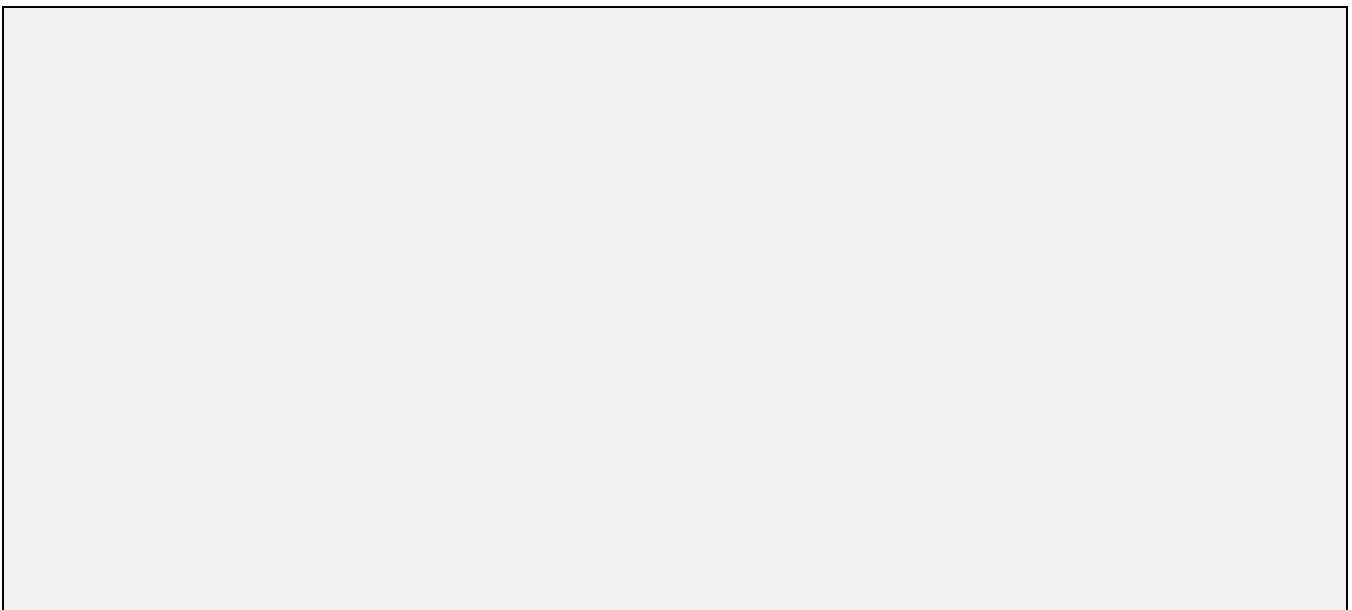
4. <u>Demonstration of competence</u>: Disciplines develop and share new knowledge or creative work in different ways. Through which activity or activities will students first be taught and then be involved in a demonstration of competence in an appropriate format for the discipline (e.g., a significant public communication of research, display of creative work, or community scholarship celebration)? The form and standard should approximate those used professionally in the field. (This information should also be readily visible on the syllabus.)

5. <u>Scaffolding and mentoring</u>**: Explain how the creative inquiry or research project will be scaffolded across multiple assignments or one large project broken up across the course (e.g., specific explanations about reviewing literature, developing methods, collecting data, interpreting or developing a concept or idea into a full-fledged production or artistic work). Each pertinent assignment should help students build and demonstrate skills contributing to the larger project. Meaningful feedback and mentoring should be provided by the instructor at regular intervals to inform next steps in the process. (This information should also be readily visible on the syllabus.**)**

6. <u>Reflection</u>**: Explain how the course offers students opportunities for reflection on their own developing skills and their status as learners and as researchers or creatives. (This information should also be readily visible on the syllabus.)**

Citizenship for a Just and Diverse World ELOs

Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Finals
1.1 Engage in critical and logical thinking about the topic or idea of citizenship for a just and diverse world.	Readings			Introduction to community partner			Guest lecture	Participant observation lecture and practice	Reflective note	Data analysis reading and lecture	Readings and lecture	Survey debrief; readings	In-class activity	Report/results preparation; Debrief	Stakeholder Presentation and report	Final essay
1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of citizenship for a just and diverse world.			Readings; Implicit Bias and ethics homework	Project ethics and ethnography lecture	Representative Sampling Discussion & reading		Guest lecture	Participant observation reading and lecture	Reflective note	Data analysis reading and lecture	Readings and lecture; reflective note	Survey debrief; mixed methods lecture	Debrief; Lecture; Discussion	Report/results preparation; Debrief	Stakeholder Presentation and report	
2.1 Identify, describe, and synthesize approaches or experiences as they apply to citizenship for a just and diverse world.				Project ethics and ethnography discussion		Exploratory data collection lecture	Participant observation reading and lecture	Participant observation reading and lecture	Participant observation debrief; Interview lecture	Data analysis reading and lecture	Survey creation	Survey debrief; mixed methods lecture	Debrief; Lecture; Discussion	Report/results preparation	Stakeholder Presentation and report	
2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.		Discussion post				Reflective note on ethics in exploratory data collection	Participant observation discussion post	Participant observation debrief	Reflective note	Reflective note	Reflective note	Survey debrief; in-class discussion	Discussion; Reflective note	Reflective note		Final essay
3.1 Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global and/or historical communities.			Videos and discussion on intersectionality				Participant observation reading and lecture	Participant observation fieldnotes	Participant observation debrief	Interview debrief; reflective note	Survey creation; reflective note; readings and lecture	In-class discussion; readings	In-class activity and discussion	Report/results preparation	Stakeholder Presentation and report	Final essay
3.2 Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.					Representative sampling discussion note	Reflective note on ethics in exploratory data collection	Exploratory data collection debrief	Participant observation reading and lecture	Interview guide creation	Interview debrief	Survey creation; reflective note	In-class discussion; readings	Debrief; In-class activity; Reflective note	Report/results preparation	Stakeholder Presentation and report	Final essay
4.1 Examine, critique and evaluate various expressions and implications of diversity, equity and inclusion, and explore a variety of lived experiences.			Videos and discussion on intersectionality	Discussion and post	Representative sampling discussion note		Participant observation discussion post	Discussion post	Participant observation debrief	Reflective Note	Readings and lecture	In-class discussion; readings	Debrief; In-class activity; Reflective note	Report/results preparation	Stakeholder Presentation and report	Final essay
4.2 Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change.				Discussion and post	Representative sampling discussion note		Participant observation discussion post	Discussion post	Participant observation debrief; interview guide creation	Reflective Note	Readings and lecture	In-class discussion; readings	Debrief; In-class activity; Reflective note	Report/results preparation; Debrief	Stakeholder Presentation and report	Final essay