I. COURSE INFORMATION

Department: Anthropology  
Course Title: Ethnographic Field Methods  
Course Number: 431

Type of Request: ☑ New  ☐ One-time Only  ☐ Renew  ☐ Change  ☐ Remove

Rationale: Effective engagement in sociocultural anthropology requires competencies in executing various written formats throughout the process of knowledge generation. This course provides a set of assignments that are designed to teach upper-division students to write in the types of formats required to engage in ethical data collection, management and analysis in sociocultural anthropology.

II. ENDORSEMENT / APPROVALS

* Instructor: Gilbert Quintero  
  Signature  
  Date 9/13/17

  Phone / Email: X2643/gilbert.quintero@umontana.edu

Program Chair: Tully Thibeau  
Signature  
Date 9/13/17

Dean: Christopher Comer  
Signature  
Date 9/13/17

*Form must be completed by the instructor who is teaching the course. If the instructor of the course changes before the next review, the new instructor must be provided with a copy of the form prior to teaching the course.

III. OVERVIEW OF THE COURSE PURPOSE / DESCRIPTION

Provide an introduction to the subject matter and course content: This course provides an introduction to essential sociocultural anthropological methods including participant observation, interviewing and narrative techniques and analysis of qualitative data.

IV. LEARNING OUTCOMES

Provide examples of how the course will support students in achieving each learning outcome

- Identify and pursue sophisticated questions for academic inquiry.
  ☑ Yes  If yes, how will student learning be supported?
  One of the most sophisticated questions and inquiries in sociocultural anthropology concerns how to go about understanding humans in a systematic, ethical manner. This course focuses on giving students experience in systematically developing anthropological understanding of human sociocultural phenomena (knowledge, beliefs and behaviors) in sociocultural context. This learning experience is supported through a range of targeted activities, including readings, videos, discussions, and written exercises. These are outlined in the supporting materials provided with this proposal.

- No  If no, course may not be eligible

- Find, evaluate, analyze, and synthesize information effectively and ethically from diverse sources. (see Mansfield Library Information Literacy Guide) Subject liaison librarians are available to assist you embed information literacy into your course.
  ☑ Yes  If yes, how will student learning be supported?
Background readings, videos, lectures, and discussions offer students frameworks and examples for finding, evaluating, and analyzing information about human beliefs and behaviors in different contexts. Several class written activities require students to utilize anthropological methods and protocols to operationalize these frameworks.

- Manage multiple perspectives as appropriate
  - Yes If yes, how will student learning be supported?

Sociocultural anthropology seeks to understand people from the perspective of their own social and cultural worlds. Course materials and activities provide students with experiences in identifying multiple perspectives of human sociocultural phenomena.

- Recognize the purposes and needs of discipline-specific audiences and adopt the academic voice necessary for the chosen discipline
  - Yes If yes, how will student learning be supported?

Through readings, videos, lectures, and discussion, students learn the purposes, needs, and voice specific to sociocultural anthropology. This background provides the support for students as they engage in a range of formats required in written assignments.

- Use multiple drafts, revision, and editing in conducting inquiry and preparing written work
  - Yes If yes, how will student learning be supported?

Students will write an integrative essay which describes and evaluates their learning process in this class. This essay will consist of a written reflective analysis or narrative that describes the student's learning and which explicitly addresses course goals and learning outcomes. As part of this reflection, the student will include copies of at least three original assignments along with revisions of these works based on feedback received in an appendix.

- Follow the conventions of citation, documentation, and formal presentation appropriate to that discipline
  - Yes If yes, how will student learning be supported?

Students will become familiar with and utilize the conventions utilized by the American Anthropological Association. These conventions are the academic standard in American sociocultural anthropology.

- Enrollment is capped at 25 students.
  - Yes
  - No

If no, list maximum course enrollment. Explain how outcomes will be adequately met for this number of students.

V. WRITING COURSE REQUIREMENTS (SEE FAQS)
Justify the request for variance.

- Briefly explain how students are provided with tools and strategies for effective writing and editing in the major.

Students are provided with a variety of writing resources specific to ethnographic field methods through a Moodle supplement that I have developed over the last several years while teaching this course. I point out other strategies reflected in assigned course readings during lectures. I also offer general critiques of student written work during class lecture periods, in which I highlight (anonymously with no reference to specific student identity) examples of strong and weak writing.

- Which written assignment(s) includes revision in response to instructor’s feedback?
  I provide written feedback on all writing assignments. A final reflective, integrative essay requires students to formally revise at least three of these assignments in response to my feedback.

VI. WRITING ASSIGNMENTS

Please describe course assignments. Students should be required to individually compose at least 20 pages of writing for assessment. At least thirteen of these 20 pages should be **new, previously unsubmitted content** rather than revised work. Quality of content and writing are integral parts of the grade on any writing assignment. At least 50% of the course grade should be based on students’ performance on writing assignments.

- **Formal Graded Assignments**
  Over the course of the semester students are assigned approximately 10 activities and field exercises (three examples are provided with this proposal) which focus on developing specific ethnographic field methods skills. Each of these activities includes a written component that students turn in to me for evaluation and feedback. Altogether, these assignments total about 26 pages of new content. The course grade is based on well over 50 percent on student performance on these assignments.

- **Informal Ungraded Assignments**
  Not applicable.

- **Attach** a sample writing assignment. Include instructions / handouts provided to students.
  See attachments.

VII. WRITING ASSESSMENT

**HOW ARE THE LEARNING OUTCOMES ABOVE MEASURED?** Describe the measurement(s) used, such as a rubric or specific test questions that directly measure the Advanced Writing learning goals. Please attach or provide a web link to the rubric, test questions, or other qualitative measurements used for several of the learning outcomes.

I generally develop qualitative points to utilize to structure how I measure the degree to which students achieve the learning outcomes. For example, for the ethics writing assignment I ask students to produce a written reflection that incorporates points from two anthropological ethics codes. As I am evaluating their work I look at how they have addressed this task.
VIII. SYLLABUS

Attach syllabus and send digital copy with form to faculty.senate@mso.umt.edu. The syllabus must include the list of Writing Course learning outcomes:

- Identify and pursue more sophisticated questions for academic inquiry
- Find, evaluate, analyze, and synthesize information effectively from diverse sources
- Manage multiple perspectives as appropriate
- Recognize the purposes and needs of discipline-specific audiences and adopt the academic voice necessary for the chosen discipline
- Use multiple drafts, revision, and editing in conducting inquiry and preparing written work
- Follow the conventions of citation, documentation, and formal presentation appropriate to that discipline
- Develop competence in information technology and digital literacy

SUBMISSION

After all signatures have been obtained, submit original, and an electronic file to the Faculty Senate Office, UH 221. An electronic copy of the original signed form is acceptable.