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CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

I. CONTACT

Contact Person Dr. Victor Garcia Phone 357-2732
Department Anthropology

II. PROPOSAL TYPE (Check All Appropriate Lines)

COURSE Ethnographic Field School
Suggested 20 character title

New Course* ANTH 460: Ethnographic Field School
Course Number and Full Title

Course Revision _____
Course Number and Full Title

Liberal Studies Approval + _____
for new or existing course Course Number and Full Title

Course Deletion _____
Course Number and Full Title

Number and/or Title Change _____
Old Number and/or Full Old Title
New Number and/or Full New Title

Course or Catalog Description Change _____
Course Number and Full Title

PROGRAM: Major Minor Track

New Program* _____
Program Name

Program Revision* _____
Program Name

Program Deletion* _____
Program Name

Title Change _____
Old Program Name
New Program Name

III. Approvals (signatures and date)

Michael Department Curriculum Committee
Phil Department Chair
John College Curriculum Committee
John College Dean 9/12/2001

Director of Liberal Studies (where applicable) *Provost (where applicable)

Ethnographic Field School Syllabus of Record Format

I. Catalog Description

6 Semester Hours Credit

Prerequisites: An 456 or permission of instructor

Ethnographic research training in the field. The course emphasizes the application of qualitative research methods, the recording of data in research journals and the maintaining field diaries, the categorizing and organizing of data, and the writing of research reports.

II. Course Objectives

This field school course is designed to give students hands-on experience in conducting ethnographic research in a field setting over a five-week period. Under the close supervision of the instructor, the students will apply ethnographic field methods to examine a real research problem. They will live among the population under study for one summer session, five weeks, and apply research methods learned in the classroom. This intense learning experience out in the field will complement the instruction given in Anthropology 456: Field Research Methods, and as such, it will combine classroom instruction with field praxis.

Specifically, the following objectives will be met in the field school:

- Students will be instructed on how to apply and improve their skills in gaining entry into a community for research purposes, identify key informants, and develop rapport with community members. Key informants are research subjects of ethnographic research. They are local residents the researcher gets to know and who are considered to be knowledgeable about the subject matter being examined in the research.
- Students will be taught how to apply and improve their participant-observation skills; that is, observing and participating in as many of the daily activities of the group under study as possible in an as much of an unobtrusive manner as possible. Recording their experiences and observations in a research journal will also be part of this research task.
- Students will be instructed on how to apply and improve their informal interviewing skills. Recording responses properly in a research journal will also be part of this research task.
- Students will be taught how to apply and improve their skills in gathering genealogical data and constructing genealogies. Genealogies are a standard anthropological tool that helps to establish and examine kinship ties, household composition and structure, migration and immigration, family and household conflicts, and problems through a diagram of coded symbols that approximate a family tree. The genealogies serve to centralize and coordinate family and other kin information, provide a visual representation of a complexity of kinship data, guide informal interviews about family history and kinship, and facilitate discussion of family problems and issues.

- Students will be taught how to improve their field diary entries of their research experiences.
- Students will be instructed on how to improve their coding of data in field journal entries.

III. Detailed Course Outline

The ethnographic field school is organized for one Summer Session and, as such, will be offered over a period of five weeks. It will be carried out in conjunction with an on-going research project being carried out by the instructor. Prior to departing to the field, students will be informed about the research project, particularly the objectives and the reasons for examining them. The students will also be asked to select research topics of interest to them, such as gender roles, economic activities, or kinship, that they would like to examine during the course of the field school. Their topics should fit the greater research project and must be approved by the instructor. Additionally, the students will not be permitted to select research topics that are sensitive or dangerous to them and the research community, such as illegal drug use and other criminal activities. In fact, the students will be required to adhere to the human subjects protocol of the overall project that will be designed to protect the students and research subjects alike. The safety of the students and the community's well being will be of the utmost concern of the instructor.

Instructor and students will live in a field station among the population under study. The station will consist of a rented house in a central location in the community. Living in the community will assist the students in establishing rapport and trust with local residents, and promptly address fears, resistance, or suspicions that may arise among the local folk. The field school will also ensure access to local activities, and provide a convenient and central place where key informants and community people can stop-by and chat with the students.

More important, the field school will allow the students to immerse themselves in another culture and learn about another way-of-life. They will live in the community and, in the process, gain physical and social proximity to the daily lives of the residents and their many activities. Besides carrying out their research tasks, the students will also participate in the daily routines of the community, such as shopping locally and washing clothing at the local wash spot; attend local events, such as community festivals; and observe all the while what is going on. Sharing everyday life with the residents, the students will see first hand and experience how other people live in general and respond to daily challenges.

Week 1: Orientation and Workshop Instruction

During the first week, the instructor will familiarize students with the community and surrounding areas, and provide them with instruction in workshop settings. The students will spend the mornings participating in workshops designed to address ethnographic field methods and strategies. In the evenings, the instructor and the students will make reconnaissance trips to surrounding communities to familiarize the students with the local populations and to give the students an opportunity to put into practice field techniques learned in the workshops.

Workshops: During the first week, on a daily basis, four-hour workshops will be held in the mornings with breaks at appropriate junctures. Each work shop will be devoted to one or two data gathering techniques. Additionally, the students, working closely with the instructor, will also design a research protocol to be used to collect data on their prospective research topics. It must include as many field data gathering techniques as possible, such as participant-observation, informal interviews, and genealogical constructs. Individual protocols must be approved by the instructor before the student implements them, and they must fall within the guide lines of the Human Subjects Protocol for the course to be reviewed and approved by the Institutional Review Board of the University.

Since it is expected that students will have completed Anthropology 456: Ethnographic Field Methods, before participating in the Ethnographic Field School, there will be no assigned readings. However, if the student wishes to review writings on qualitative research methods, readings are suggested and will be made available.

Day 1: The first workshop will address the subject of research ethics in the field. Appropriate behavior in the field and the responsibilities of the researcher to his community of study will be the focus. Included will be the importance of maintaining informant and data confidentiality. Additionally, the students will receive instruction on how to gain entry into a community, identify key informants, and develop rapport with community members. The instructor will illustrate these major steps in initiating research by sharing his and the experiences of other investigators.

Suggested Readings: Cassell, Joan. (1980). Ethical principles for conducting fieldwork. *American Anthropologist* 82:28-41; Kleinman, Sherryl. (1991). "Field-workers' feelings: what we feel, who we are, how we analyze." In Shaffir, William B. and Stebbins, Robert A. (eds.), *Experiencing fieldwork: an inside view of qualitative research*. Newbury Park, Ca: Sage Publications. Bernard, H. Russell. (1994). "Informants." In *Research methods in anthropology: qualitative and quantitative approaches*. Thousand Oaks, Ca.: Sage Publications, Inc.

Day 2: Participant-observation and informal interviewing techniques will be the subjects of the second workshop. In regards to participant-observation, students will be instructed on how to observe and participate in the daily activities of the population under study. They will be taught how to observe closely, paying attention to details and particulars of the activity, and how to participate in activities in an engaging fashion. Closely related, the students will be taught how to construct and conduct informal interviews. Proper ways of recording observation and interview responses will also be covered in this workshop. In the evening, the students will go out into the community and put into practice the field techniques taught in the morning. They will record their findings in field notes.

Suggested Reading: Bernard, H. Russell. (1994). "Participant observation," "Direct, reactive observation," "Unobtrusive observation" & "Unstructured and semi-structured interviewing." In *Research methods in anthropology: qualitative and quantitative approaches*. Thousand Oaks, Ca.: Sage Publications, Inc.

Day 3: The third workshop will be devoted to the correct way of recording field notes in journals. The students will be taught how to make "double-entry" field notes in their journals; that is, on one column or side, they will learn to record observable facts

and details of interviews and on the other column or side, they will write subjective responses to those facts and details. It will be made clear that “writing up” field notes in a journal requires a block of concentrated time. Incidents that span a few minutes may take the writer several hours to write. The students will put into practice day’s instruction by recording their observations and interviews of the previous day’s assignment in their journals. The instructor will review them and provide suggestions for improvement.

Suggested Readings: Emerson, Robert M., Frezt, Rachel I., Shaw, Linda L. (1995). “In the field: participating, observing, and jotting notes” & “Writing up field notes I: from field to Desk.” In *Writing ethnographic fieldnotes*. Chicago, IL: The University of Chicago Press.

Day 4: The fourth workshop will cover proper interviewing techniques for obtaining genealogical data and the drawing up of genealogies. They will be taught who in the community makes the best informants for this kind of data; how to ask questions in a non-threatening manner; and how to get the informants involved in the drawing up of the genealogy chart. Students will practice these field tasks by interviewing a peer and drawing up his family chart. In the evening, the students will present their completed genealogies in a group setting and present problems they encountered in drawing up the family tree. The instructor will review them and provide suggestions for improvement.

Suggested Reading: Schusky, Ernest L. (1965). *Manual for Kinship Analysis*. New York: Holt, Rinehart and Winston.

Day 5: The subject of the sixth workshop will be how to categorize and organize data from their journals. Journal entries will be coded using conventional coding procedures employed in qualitative data approaches for developing codes, identifying discrepancies, and checking reliability. Appropriate codes for information corresponding to the research will be developed. The instructor, together with the students, will review field note entries and check the assigned basic codes to the information.

Suggested Readings: Bernard, H. Russell. (1994). “Analysis of qualitative data.” In *Research methods in anthropology: qualitative and quantitative approaches*. Thousand Oaks, Ca.: Sage Publications, Inc.

Day 6: Students will make a brief oral presentation of their individual projects to the instructor and their peers. These presentations, to be no more than 20 minutes apiece, are made so that students will be informed of the research of their peers. The instructor will make recommendations for improvement during the presentation to give the students ideas for improving their research protocols. The evenings will be free of any formal activity.

Day 7: The day will be devoted to resting before commencing fieldwork the following day.

Suggested Readings: None

Weeks 2-5: The Application of Ethnographic Research Methods

The remainder of the weeks, weeks two through five, the students will apply the appropriate ethnographic research techniques to collect data for their individual research

projects. They will be divided into pairs and work as a team, each addressing their research project. The pairing of students creates a buddy system, in which one student looks after the other, and fosters teamwork and a strong sense of collaboration. Each day, the teams will go out into the community and collect data, and return in the evening. In the evenings, the students will write up their field notes in their field journals.

Initially, the instructor and students will visit community members and attend local activities in small groups. One group will go out in the morning, and the other in the afternoon so that community members will not be overwhelmed by the visits. Once the students have established rapport of their own and befriended informants, they will go out on their own in their teams. Every day the instructor will select one of the teams and will join the team members in their research activities to assess the students' application of research methods. If time permits during the course of the day, two teams will be observed, one in the morning and the other in the afternoon. Suggestions for improving their data gathering will be made to the students.

In the evenings, the instructor will meet with each of the teams to discuss their application of qualitative research methods and the recording of field data. He will also meet with individual team members to discuss his or her progress, advise, and provide further direction. The student's observations, interpretations, ideas, and lines of inquiry will be included in the individual meetings. The student teams and the instructor will also meet as a group twice a week in the evenings to discuss findings and any problems that may arise. Agendas for places, people, and topics of further fieldwork will be included in these bi-weekly meetings.

The last week, students will gradually reduce their field activities, and write a ten to fifteen page report and prepare a oral presentation to be given to the instructor, peers, and invited community members. The instructor will assist them in preparing their reports and oral presentation.

IV. Evaluation Methods

The students will be evaluated on the basis of their participation in the various assigned tasks and the final report. Participation will consist of attending workshops in week one and collecting data in the four weeks of fieldwork. In all, participation in workshops, oral presentation of project, daily fieldwork activities and journal entries, and attendance of research meetings will account for 80 percent of their grade; and final written and oral reports, 20 percent.

Grades will be calculated in the following manner:

Activities	Points	Percent of Final Grade
1. Participation in Workshops	350 points	30 %
-- Attendance and Discussion (50 points per workshop)		
-- Oral Presentation of Project (50 points)		
2. Participation in Fieldwork	400 points	50 %
-- Daily fieldwork and the application (100 points per week) of qualitative field methods in data gathering		
-- Constructing and analyzing genealogies		

- Writing daily journal entries
- Attendance of student and instructor meetings

3. Written & Oral Report	200 points	20 %
-- Oral Presentation (50 points)		
-- Written Report (200 points)		
Total	1,000 points	100 %

The final letter grade for the course will be calculated using the following point scheme:

875 Plus	.....	A
750 – 874	.....	B
625 – 749	.....	C
500 – 624	.....	D
000 – 499	.....	F

V. Required Textbook(s), Supplemental Books and Readings

To reiterate, there will be no required readings. However, suggested readings will be made available. They are as follows:

Bernard, H. Russell. (1994). *Research methods in anthropology: qualitative and quantitative approaches*. Thousand Oaks, Ca.: Sage Publications, Inc.

Cassell, Joan. (1980). Ethical principles for conducting fieldwork. *American Anthropologist* 82:28-41.

Chiseri-Strater, Elizabeth & Sunstein, Bonne Stone. (1997). *Fieldworking: reading and writing research*. New Jersey: Prentice Hall.

Emerson, Robert M., Frezt, Rachel I & Shaw, Linda L. (1995). *Writing ethnographic fieldnotes*. Chicago, IL: The University of Chicago Press.

Shaffir, William B. & Stebbins, Robert A. (eds.). (1991). *Experiencing fieldwork: an inside view of qualitative research*. Newbury Park, Ca: Sage Publications.

Schusky, Ernest L. (1965). *Manual for Kinship Analysis*. New York: Holt, Rinehart and Winston.

VI. Special Resource Requirements

There will be no special resource requirements.

VII. Bibliography [used in putting together course proposal]

Abu-Lughod, Lila. (1991). "Writing against culture." In Richard G. Fox, ed., *Recapturing anthropology: Working in the present*. Sante Fe, NM: School of American Research Press.

- Agar, Michael. (1986). *Speaking of ethnography: Qualitative research methods*, volume 2. Newbury Park, CA: Sage Publications
- Altheide, David L. & Johnson, John M. (1994). "Criteria for assessing interpretive Validity in qualitative research." In Norman K. Denzin & Yvonna S. Lincoln, eds., *Handbook of qualitative research*, 485-99. Thousand Oaks, CA: Sage Publications.
- Atkinson, Paul. (1990). *The ethnographic imagination: Textual constructions of reality*. New York: Routledge.
- Behar, Ruth. (1996). *The vulnerable observer: Anthropology that breaks your heart*. Boston, MA: Beacon Press.
- Bernard, Russell H. (1988). *Research methods in cultural anthropology*. Newbury Park, CA: Sage Publications.
- Bernard, Russell H. (1994). *Research methods in anthropology: Qualitative and quantitative approaches*, 2nd edition. Newbury Park, CA: Sage Publications.
- Creswell, John W. (1997). *Qualitative inquiry and research design*. Newbury Park, CA: Sage Publications.
- Chabram, Angie. (1990). "Chicana/o studies as oppositional ethnography." *Cultural Studies* (2), 242.
- Denzin, Norman K. (1996). *Interpretive ethnography: Ethnographic practices for the 21st century*. Newbury Park, CA: Sage Publications.
- Dumont, Jean-Paul. (1993). *The headman and I: Ambiguity and ambivalence in the fieldworking experience*. IL: Waveland Press, Inc.
- Ember, Carol R. & Ember, Melvin. (1988). *Guide to cross-cultural research using the HRAF archive*. New Haven, CT: Human Relation's Area Files.
- Emerson, Robert M., Frezt, Rachel I., Shaw, Linda L. (1995). *Writing ethnographic fieldnotes*. Chicago, IL: The University of Chicago Press.
- Fetterman, David M. (1989). *Ethnography: Step by step*. Newbury Park, CA: Sage Publications.
- Gladwin, Christina H. (1989). *Ethnographic decision tree modeling: Qualitative research methods*, volume 19. Newbury Park, CA: Sage Publications
- Hammersley, Martyn & Atkinson, Paul. (1983). *Ethnography: Principles in practice*. London: Tavistock.

- Hertz, Rosanna & Imber, Jonathans B. (1995). *Studying elites using qualitative methods*. Newbury Park, CA: Sage Publications.
- Johnson, Jeffrey C. (1990). *Selecting ethnographic informants: Qualitative research methods*, volume 22. Newbury Park, CA: Sage Publications.
- Kleinman, Sherryl. (1991). "Field-workers' feelings: what we feel, who we are, how we analyze." In William B. Shaffir & Robert A. Stebbins, eds. *Experiencing fieldwork: An inside view of qualitative research*, 184-95. Newbury Park, CA: Sage Publications.
- Lawless, Sutlive et al. (1983). *Fieldwork: The human experience*. New York: Gordon and Breach Science Publishers.
- Lederman, Rena. (1990). "Pretexts for ethnography: On reading fieldnotes." In Roger E. Sanjek, ed., *Field notes: The making of Anthropology*, 71-91. Ithaca, NY: Cornell University Press.
- Lee, Raymond M. (1994). *Dangerous fieldwork: Qualitative research methods*, volume 34. Newbury Park, CA: Sage Publications.
- Levinson, David. (1988). *Instructor's and librarian's guide to the HRAF archive*. New Haven, CT: Human Relation's Area Files.
- Limon, Jose. (1991). "Representation, ethnicity, and the precursory ethnography: Notes of a native Anthropologist." In Richard G. Fox, ed., *Recapturing anthropology: Working in the present*. Sante Fe, NM: School of American Research Press.
- Lofland, John, & Lofland, Lyn H. (1995). *Analyzing social settings: A guide to qualitative observations and analysis*. 3rd ed. Belmont, CA: Wadsworth.
- Lutkehaus, Nancy. (1990). "Refractions of reality: On the use of other ethnographers' fieldnotes." In Roger E. Sanjek, ed., *Field notes: The making of Anthropology*, 71-91. Ithaca, NY: Cornell University Press.
- Riessman, Catherine Kohler. (1987). "When gender is not enough: Women interviewing women." *Gender and Society*(1), 172-207.
- Rosaldo, Renato. (1985). "Chicano studies: 1970-1984." *Annual Review of Anthropology* (14), 405-427.
- Rosaldo, Renato. (1989). *Culture and truth: The remaking of social analysis*. Boston, MA: Beacon Press.
- Sanjek, Roger, ed. (1990). *Fieldnotes: The making of Anthropology*. Ithaca, NY: Cornell University Press.

- Shaffir, William B. & Stebbins, Robert, A. (1991). *Experiencing fieldwork: An inside view of qualitative research*. Newbury Park, CA: Sage Publications.
- Spradley, James P. (1979). *The ethnographic interview*. New York: Holt, Rinehart, and Winston.
- Strauss, Anselm L. (1987). *Qualitative analysis for social scientists*. Cambridge: Cambridge University Press.
- Tesch, Renata. (1990). *Qualitative research: Analysis types and software tools*. London: Falmer Press.
- Thorne, Barrie. (1980). "You still takin' notes? Fieldwork and problems of informed consent." *Social Problems* (27), 284-297.
- Van Maanen, John. (1988). *Tales of the field: On writing ethnography*. Chicago, IL: The University of Chicago Press.

Course Analysis Questionnaire

Section A: Details of the Course

A1 The course will add to the course offerings on ethnographic research in the Anthropology Department and at the University in general. It will not be proposed for inclusion in the Liberal Studies course list.

The course will strengthen the curriculum of the Anthropology Department. Currently, the Archaeological Field School provides a valuable service to anthropology majors and the archaeology program. It gives anthropology majors, especially those in the archaeology track, practical field experience in excavations and data analysis. The Ethnographic Field School will do the same for the general anthropology and applied anthropology tracks, and as such, will give students in these tracks the opportunity to apply ethnographic field methods to a real research problem. It will do the same for students in other majors who meet the requirements listed in the course description.

Improving the students' application of field methods in the field under the auspices of a larger research project has been successfully carried out over several years through the Anthropology Department's Archaeological Field School. The proposed ethnographic field school may be either taught abroad or from IUP in Indiana and surrounding counties. It will be offered at least every other year, or when the summer course offerings of the Department of Anthropology permits. When possible and student enrollment permits, the course may be conducted in collaboration with the Archaeological Field School. The students in the Ethnographic Field School will collect data that would complement the research efforts of the instructors and students of the Archaeological Field School.

The course will be appropriate for anthropology majors and students in other disciplines interested in gaining further instruction and valuable experience in conducting ethnographic research. In the past (to be discussed in A3), undergraduate students from the Spanish and Sociology departments have participated in an Ethnographic Field School taught in Mexico. However, in the proposed Ethnographic Field School, students will be required to have knowledge of ethnographic research in order to enroll. To assure that they have a background in the ethnographic method, students must have completed Anthropology 456: Field Research Methods.

A2 No changes in the content of existing courses are anticipated.

A3 This course has not been offered at IUP on a trial basis. However, the writer of this course proposal has team taught at a field school in Mexico sponsored by the Universidad de Guanajuato, in the summers from 1994 to 1999. This writer, together with a colleague from the host university, offered an ethnographic field school over a six-week period in the state of Guanajuato. At the time of this writing, the two instructors are teaching at a field school sponsored by the University of Texas at Dallas in the spring and the summers. In fact, the Ethnographic Field School, being proposed, is designed after these two efforts. The field schools in Mexico and Texas were open to students, anthropology and non-anthropology majors, from different countries and universities. IUP students from the Spanish and sociology departments have participated in the field school in Mexico for academic credit, and have received independent study or internship credit for their participation from their prospective departments. The students have

praised the ethnographic field training they received, but were disappointed that their IUP transcripts did not reflect their participation in the field school.

The Guanajuato and Texas field school is model after the internationally known Field School of Tepetlaoztoc in Texcoco, Mexico, offered by the La Universidad Iberoamericana, based in Mexico City. Out in the field in Texcoco and surrounding areas, the renowned Mexican anthropologist, Angel Palerm, his colleagues, and students were a team addressing a larger research project. Within the project, each student was assigned a specific subject to examine, such as land tenure, crop systems, kinship, and migration. They would live with the population under study for weeks, and collect field data using traditional ethnographic field methods, such as conducting informal interviews, constructing genealogies, and engaging in as many activities as possible and observing them when participation was not possible.

The Field School of Tepetlaoztoc played a major role in reviving ethnographic fieldwork in Mexico and in implementing the practice of immersing undergraduate and graduate students in the field. A significant number of the students who participated in this field school are now Ph.D.s in Anthropology. Many of them, such as Arturo Warman, Teresa Rojas, Guillermo de la Peña, Larissa Lomitz, in Mexico are well known internationally. In the United States, anthropologists Ann Millard, Scott Whiteford, and Carlos Velez-Ibanez, were also alumni of this field school.

A4 This course is not proposed as a dual-level course. If there is demand by graduate students once the course has been offered, the course will be developed as a dual-level course in the future.

A5 This course is not offered for variable credit.

A6 In Pennsylvania, there are only five universities that offer ethnographic research field training. The five are Dickinson University (with the University of Cameroon, Africa), Bryn Mawr (with the University of Nairobi, Kenya, Africa), Bloomsburg University of Pennsylvania (ethnographic training in Mexico), Penn State, and Pittsburgh University. There are an equal number of archaeological field schools in the state. In western Pennsylvania, the University of Pittsburgh is the only institution that offers ethnographic training in the field. However, it is designed for graduate students. IUP will be the only University in this region of the state that offers an ethnographic training course for undergraduates, making our course selections in Anthropology more comprehensive and attractive.

A7 The content of the proposed course is not recommended or required by any professional accrediting process or certification required for anthropologists.

Section B: Interdisciplinary Implications

B1 Only one IUP instructor will provide instruction in the field school. When the course is offered abroad, an instructor from a university in the area may collaborate and assist in the teaching at no additional cost to IUP. The instructor's institution will pay his salary.

B2 Currently, there are no ethnographic field method courses offered at IUP that immerse the student in a field setting for a prolonged period of time. Since this is the

only ethnographic field methods course of its type on campus, no course conflicts with other departments are anticipated.

Immersion in the field for a prolonged period of time situates the student in a research environment in which he interacts with research subjects on a daily basis and in an intensive fashion that, together, allows him to become familiar with and to learn more about his subjects' culture and daily practices. Immersion in a foreign culture, located abroad as well as in the United States, also places the student among research subjects who may not be familiar with anthropology and ethnographic research and, as a consequence, will make the application of ethnographic research methods a challenge, albeit as experience has proven not an impossible one. Equally as important, immersion puts the student in real field situations, which bring out issues that ethnographers encounter in their research, such as culture shock, homesickness, and fear of interacting with members of another culture, to name a few. Encountering and learning how to overcome them are essential to carrying out ethnographic research in a successful manner and becoming a sound ethnographer.

In the Department of Anthropology, Anthropology 456: Field Research Methods, to be renamed Ethnographic Research Methods, addresses ethnographic research methods as well as other important aspects of research in a classroom course, such as writing grant proposals, completing Human Subjects IRB applications, and learning professionalism in the discipline. Students develop research projects, and depending on their research population, collect data on campus or in the local IUP community. The proposed Ethnographic Field School will immerse the student in a field site, ideally away from IUP, if not abroad, and be solely devoted to the application of ethnographic research methods in a field setting. It will allow students who have completed Anthropology 456 to apply research techniques in a real field situation over a five-week period.

B3 No.

Section C: Implementation

C1 Yes, faculty resources are adequate. No additional faculty will be hired for the sole purpose of teaching this course. There are at least three cultural anthropologists in the department who have the skills and experience to teach this course. The course will be taught every other year in the summers, depending on student demand and summer course offerings. The chair of the department will use his discretion in deciding which course the Ethnographic Field School will be replaced when it is offered, if any.

C2 No additional resources will be required to offer this course. However, the students will incur expenses beyond those associated with regular Summer Session courses, such as transportation and living expenses. Students successfully incur similar expenses when they enroll in language institutes in Mexico, Spain, and elsewhere.

C3 No resources have been provided by a grant.

C4 This course will be offered once every other year, if student enrollment and course offerings permit.

C5 Only one section per summer session will be offered every other year.

C6 The proposed field school will be limited to 15 students. The limit is based on the number of students that one instructor can adequately supervise out in a research site.

C7 No, a professional society does not recommend enrollment limits. However, the Ethnographic Field School, discussed in A6 of this application, limits its enrollment to no more than 15 students.