

1. General Information

1a. Submitted by the College of: ARTS & SCIENCES

Date Submitted: 3/11/2016

1b. Department/Division: Anthropology

1c. Contact Person

Name: Carmen Martinez Novo

Email: carmen.martinez@uky.edu

Phone: 859-2572684

Responsible Faculty ID (if different from Contact)

Name:

Email:

Phone:

1d. Requested Effective Date: Specific Term/Year ¹ Spring 2017

1e. Should this course be a UK Core Course? No

2. Designation and Description of Proposed Course

2a. Will this course also be offered through Distance Learning?: No

2b. Prefix and Number: ANT 631

2c. Full Title: Research Ethics in the Social Sciences

2d. Transcript Title:

2e. Cross-listing:

2f. Meeting Patterns

LECTURE: 1

2g. Grading System: Letter (A, B, C, etc.)

2h. Number of credit hours: 1

2i. Is this course repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester?

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2j. **Course Description for Bulletin:** This course will provide students with an understanding of the ethical dimensions of social science research. Students will learn about the ethics guidelines of different social science disciplines and discuss case studies illustrating the kinds of ethical dilemmas that researchers may encounter. The course will also examine such topics as procedures of the Institutional Review Board and the protection of human subjects; ethical implications of community-based and/or participatory research; and the relationship between ethics, research methodologies, and modes of documentation.

2k. **Prerequisites, if any:** None

2l. **Supplementary Teaching Component:**

3. **Will this course taught off campus?** No

If YES, enter the off campus address:

4. **Frequency of Course Offering:** Spring,

Will the course be offered every year?: Yes

If No, explain:

5. **Are facilities and personnel necessary for the proposed new course available?:** Yes

If No, explain:

6. **What enrollment (per section per semester) may reasonably be expected?:** 15

7. **Anticipated Student Demand**

Will this course serve students primarily within the degree program?: No

Will it be of interest to a significant number of students outside the degree pgm?: Yes

If Yes, explain: This is part of a set of one credit methods courses in the Social Sciences organized by the College of Arts and Sciences and sponsored by the Deans of Social Sciences

8. **Check the category most applicable to this course:** Relatively New – Now Being Widely Established,

If No, explain:

9. **Course Relationship to Program(s).**

a. **Is this course part of a proposed new program?:** No

If YES, name the proposed new program:

b. **Will this course be a new requirement for ANY program?:** No

If YES, list affected programs:

10. **Information to be Placed on Syllabus.**

a. **Is the course 400G or 500?:** No

b. **The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from 10.a above) are attached:** Yes

Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?

If yes, which percentage, and which program(s)?

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

6. How do course requirements ensure that students make appropriate use of learning resources?

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? NO

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10. Does the syllabus contain all the required components? NO

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

SIGNATURE|CAPOOL0|Christopher A Pool|ANT 631 NEW Dept Review|20160312

SIGNATURE|ACSI222|Anna C Harmon|ANT 631 NEW College Review|20160426

SIGNATURE|ZNNIKO0|Roshan N Nikou|ANT 631 NEW Graduate Council Review|20160512

New Course Form

<https://myuk.uky.edu/sap/bc/soap/rfc?services=>

[Open in full window to print or save](#)

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Attachments:

[Browse...](#)

Upload File

	ID	Attachment
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First	1	Last

(*denotes required fields)

1. General Information

- a. * Submitted by the College of: Submission Date:
- b. * Department/Division:
- c.
- * Contact Person Name: Email: Phone:
- * Responsible Faculty ID (if different from Contact): Email: Phone:
- d. * Requested Effective Date: Semester following approval OR Specific Term/Year ¹
- e.
- Should this course be a UK Core Course? Yes No
- If YES, check the areas that apply:
- Inquiry - Arts & Creativity Composition & Communications - II
- Inquiry - Humanities Quantitative Foundations
- Inquiry - Nat/Math/Phys Sci Statistical Inferential Reasoning
- Inquiry - Social Sciences U.S. Citizenship, Community, Diversity
- Composition & Communications - I Global Dynamics

2. Designation and Description of Proposed Course.

- a. * Will this course also be offered through Distance Learning? Yes ⁴ No
- b. * Prefix and Number:
- c. * Full Title:
- d. Transcript Title (if full title is more than 40 characters):
- e. To be Cross-Listed ² with (Prefix and Number):
- f. * Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours³ for each meeting pattern type.
- | | | | |
|----------------------------------------|------------------------------------------------|---------------------------------|---------------------------------|
| <input type="text" value="1"/> Lecture | <input type="text"/> Laboratory ¹ | <input type="text"/> Recitation | <input type="text"/> Discussion |
| <input type="text"/> Indep. Study | <input type="text"/> Clinical | <input type="text"/> Colloquium | <input type="text"/> Practicum |
| <input type="text"/> Research | <input type="text"/> Residency | <input type="text"/> Seminar | <input type="text"/> Studio |
| <input type="text"/> Other | If Other, Please explain: <input type="text"/> | | |
- g. * Identify a grading system:
- Letter (A, B, C, etc.)
- Pass/Fail
- Medicine Numeric Grade (Non-medical students will receive a letter grade)
- Graduate School Grade Scale
- h. * Number of credits:
- i. * Is this course repeatable for additional credit? Yes No
- If YES: Maximum number of credit hours:
- If YES: Will this course allow multiple registrations during the same semester? Yes No

j. * Course Description for Bulletin:

This course will provide students with an understanding of the ethical dimensions of social science research. Students will learn about the ethics guidelines of different social science disciplines and discuss case studies illustrating the kinds of ethical dilemmas that researchers may encounter. The course will also examine such topics as procedures of the Institutional Review Board and the protection of human subjects; ethical implications of community-based and/or participatory research; and the relationship between ethics, research methodologies, and modes of documentation.

k. Prerequisites, if any:

None

l. Supplementary teaching component, if any: Community-Based Experience Service Learning Both3. * Will this course be taught off campus? Yes No

If YES, enter the off campus address:

4. Frequency of Course Offering.

a. * Course will be offered (check all that apply): Fall Spring Summer Winter

b. * Will the course be offered every year? Yes No

If No, explain:

5. * Are facilities and personnel necessary for the proposed new course available? Yes No

If No, explain:

6. * What enrollment (per section per semester) may reasonably be expected? 15

7. Anticipated Student Demand.

a. * Will this course serve students primarily within the degree program? Yes No

b. * Will it be of interest to a significant number of students outside the degree pgm? Yes No

If YES, explain:

This is part of a set of one credit methods courses in the Social Sciences organized by the College of Arts and Sciences and sponsored by the Deans of Social Sciences

8. * Check the category most applicable to this course:

Traditional – Offered in Corresponding Departments at Universities Elsewhere

Relatively New – Now Being Widely Established

Not Yet Found in Many (or Any) Other Universities

9. Course Relationship to Program(s).

a. * Is this course part of a proposed new program? Yes No

If YES, name the proposed new program:

b. * Will this course be a new requirement⁵ for ANY program? Yes No

If YES⁵, list affected programs:

10. Information to be Placed on Syllabus.

a. * Is the course 400G or 500? Yes No

If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in 10.b. You must include: (i) identify additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR

b. * The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable above) are attached.

¹³ Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

¹⁴ The chair of the cross-listing department must sign off on the Signature Routing Log.

- ☐ In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, are two hours per week for a semester for one credit hour. (from SR 6.2.1)
- ☐ You must also submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.
- ☐ In order to change a program, a program change form must also be submitted.

Rev 8/09

ANT 631
Research Ethics in the Social Sciences

This course will meet for four consecutive weeks on Mondays, 2-5:20, during the spring term of 2017, January 23 – February 13.

Instructor: Dr. Ann Kingsolver (in rotation with Dr. Mary Anglin)
Office Address: 203A Lafferty Hall
Email: ann.kingsolver@uky.edu
Office Phone: 218-4088
Office hours: Wednesday, 2-5PM, and by appointment

Course Description

This course will provide students with an understanding of the ethical dimensions of social science research. Students will learn about the ethics guidelines of different social science disciplines and discuss case studies illustrating the kinds of ethical dilemmas that researchers may encounter. The course will also examine such topics as procedures of the Institutional Review Board and the protection of human subjects; ethical implications of community-based and/or participatory research; and the relationship between ethics, research methodologies, and modes of documentation. (One credit; no prerequisites.)

Student Learning Outcomes

After completing this course, the student will be able to:

1. Demonstrate an understanding of a broad range of ethical issues that must be considered by social scientists in designing, carrying out, and publishing results of research.
2. Analyze research proposals from different vantage points (including those of researching and researched individuals and communities) and articulate possible ethical dilemmas, suggesting courses of action.
3. Consult resources available to social science researchers, including disciplinary and institutional codes of conduct and relevant training modules, in applying the information from this course to the students' own research proposals.
4. Write a document on research ethics relevant to the student's own research project design. This might include, for example, completing a sample Institutional Review Board application for research with human subjects or writing a section of a research proposal, research paper, or thesis pertaining to research ethics.

Required Materials

There is one textbook required for this class, available at bookstores on and near campus:

Fluehr-Lobban, Carolyn. 2013. *Ethics and Anthropology: Ideas and Practice*. Lanham, MD: AltaMira Press.

The rest of the required readings are on the Canvas site for this course, and represent multiple disciplinary perspectives. The full citations for the articles on Canvas may be found at the end of this syllabus.

Description of Course Activities and Assignments

The course content will be presented through lecture, film, discussion and guest presenters. The assignments will include: (1) an annotated bibliography of the course readings, to be turned in each week with (minimally) two-paragraph entries for each reading (with at least one paragraph summarizing the reading and one paragraph on the relevance of the reading to the student's own research), (2) a seminar presentation based on research of past discussions and current examples of ethical codes in the student's own discipline, and (3) a document turned in one week after the last class meeting of at least 6 pages that either contains a sample IRB application or discussion (with references) of research ethics relevant to a research proposal, thesis, or publication. Every student's attendance and full participation in the course will assist everyone's learning experience in the course.

Course Assignments

The course grade is based on an accrual of points adding up to 100, constituting 100% of the final grade.

- annotated bibliography reflecting the readings on the syllabus, with entries due in the last three class meetings: 30 points (30%)
- presentation on disciplinary codes of ethics: 30 points (30%)
- final written document on research ethics: 40 points (40%)

Grading Scale

Grading scale (there is no D grade for graduate students):

- 90-100% = A
- 80 - 89% = B
- 70 - 79% = C
- Below 70%= E

Course Schedule

Monday, 1/23/17: Introduction to Research Ethics in the Social Sciences

There will be a discussion of disciplinary backgrounds and current projects of the students in the seminar, a discussion of the syllabus, an introductory lecture on research ethics in the social sciences, a screening and discussion of the film *The Belmont Report: Basic Ethical Principles and their Applications*, and a discussion with a representative of the University of

Kentucky Office of Research Integrity on ethical issues and compliance with guidelines in research at UK (see resources available at <http://www.research.uky.edu/ori/>).

Monday, 1/30/17: Disciplinary Ethical Codes and Debates

Readings: Chs. 1-6 in Fluehr-Lobban.

Presentations on historical debates about, and current examples of, disciplinary ethical codes (these will be by discipline, so may be individual or group presentations depending on the disciplinary composition of the seminar).

Note: Turn in annotated bibliography entry for the Fluehr-Lobban reading and also for sources used in your presentation.

Monday, 2/6/17: Practice with Case Studies of Ethical Dilemmas

Readings on Canvas: articles by Allen; Watkins; Geissler; Gilbert; Lowman & Palys; Nugent; Low & Merry; and Forte.

These readings will be divided for presentation and discussion; an annotated bibliography entry need only be prepared for the article(s) you are presenting.

Monday, 2/13/17: Incorporating Ethics into All Aspects of Social Science Scholarship

Readings: Ch. 7 in Fluehr-Lobban and articles on Canvas by Macaulay, et al.; Sultana; Boser; Funari; Buchanan & Ess; and Farrell.

These readings will be divided for presentation and discussion; an annotated bibliography entry need only be prepared for the article(s) you are presenting, and the chapter in Fluehr-Lobban.

Final Paper

There is no final exam in this course. Instead, a final document of at least six double-spaced pages (an IRB application or a draft section of a proposal, paper, or thesis discussing research ethics) will be due to the Anthropology Department office in 211 Lafferty Hall (to be put in the instructor's mailbox) by 4PM on Monday, February 20. Please email an electronic copy to the instructor as well as the paper copy submitted through the Department of Anthropology.

Attendance Policy

Attendance is expected in this intensive four-week course, but it is not factored into the grade since participation is necessary in order to complete the assignments well. If it is necessary for you to miss a session for a reason considered an excused absence according to University of Kentucky policy (see below), the instructor will work with you during

office hours to cover that material. If you are unable to turn in your final paper on time for an excused reason (again, see below), then the instructor will work with you to either accept the work at a later time or take an incomplete if you are unable for some reason to complete the work during the spring semester.

Excused Absences

Students need to notify the professor of absences prior to class when possible. *Senate Rules 5.2.4.2* defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit “reasonable cause for nonattendance” by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Two weeks prior to the absence is reasonable, but should not be given any later. Information regarding major religious holidays may be obtained through the Ombud (859-257-3737, http://www.uky.edu/Ombud/ForStudents_ExcusedAbsences.php).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused) per University policy.

Per *Senate Rule 5.2.4.2*, students missing any graded work due to an excused absence are responsible: for informing the Instructor of Record about their excused absence within one week following the period of the excused absence (except where prior notification is required); and for making up the missed work. The professor must give the student an opportunity to make up the work and/or the exams missed due to an excused absence, and shall do so, if feasible, during the semester in which the absence occurred.

Verification of Absences

Students may be asked to verify their absences in order for them to be considered excused. *Senate Rule 5.2.4.2* states that faculty have the right to request “appropriate verification” when students claim an excused absence because of illness, or death in the family. Appropriate notification of absences due to University-related trips is required prior to the absence when feasible and in no case more than one week after the absence.

Academic Integrity

Per University policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the University may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Senate Rules 6.3.1 (see <http://www.uky.edu/Faculty/Senate/> for the current set of *Senate Rules*) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording, or content from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work (including, but not limited to a published article, a book, a website, computer code, or a paper from a friend) without clear attribution. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work, which a student submits as his/her own, whoever that other person may be. Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone.

When a student's assignment involves research in outside sources or information, the student must carefully acknowledge exactly what, where and how he/she has employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content, and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas, which are so generally and freely circulated as to be a part of the public domain.

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Accommodations Due to Disability

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (DRC). The DRC coordinates campus disability services available to students with disabilities. It is located on the corner of Rose Street and Huguelet Drive in the Multidisciplinary Science Building, Suite 407. You can reach them via phone at (859)

257-2754 and via email at drc@uky.edu. Their web address is <http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/>.

Full Citations for Course Readings on Canvas

Allen, Charlotte. 1997. Spies like us: When sociologists deceive their subjects. *Lingua Franca* (Nov.): 31-39.

Boser, Susan. 2007. Power, ethics, and the IRB dissonance over human participant review of participatory research. *Qualitative Inquiry* 13(8): 1060-1074.

Buchanan, Elizabeth A., and Charles M. Ess. 2009. Internet research ethics and the Institutional Review Board: Current practices and issues. *SIGCAS Computers and Society* 39(3): 43-49.

Farrell, Ann. 2013. Ethics in research with children. In: *Childhood Studies*. Heather Montgomery, ed. New York: Oxford University Press.

Forte, Maximilian C. 2011. The Human Terrain System and anthropology: A review of ongoing public debates. *American Anthropologist* 113(1): 149-153.

Funari, Pedro Paulo A. 2001. Public archaeology from a Latin American perspective. *Public Archaeology* 1(4): 239-243.

Geissler, P.W. 2013. Public secrets in public health: Knowing not to know while making scientific knowledge. *American Ethnologist* 40(1): 13-34.

Gilbert, David. 1999. Sponsorship, academic independence and critical engagement: A forum on Shell, the Ogoni Dispute and the Royal Geographical Society (with the Institute of British Geographers). *Ethics, Place and Environment* 2.2 (1999): 219-228.

Low, Setha M., and Sally Engle Merry. 2010. Engaged anthropology: Diversity and dilemmas (an introduction to Supplement 2). *Current Anthropology* 51(s2): S203-226.

Lowman, John, and Ted Palys. 2000. Ethics and institutional conflict of interest: The research confidentiality controversy at Simon Fraser University. *Sociological Practice* 2(4): 245-264.

Macauley, A.C., T. Delormier, A.M. McComber, E.J. Cross, L.P. Polvin, G. Paradis, R.L. Kirby, C. Saad-Haddad, and S. Desrosiers. 1998. Participatory research with native community of Kahnawake creates innovative code of research ethics. *Canadian Journal of Public Health* 89(2): 105-108.

Nugent, Stephen. 2001. Anthropology and public culture: the Yanomami, science and ethics. *Anthropology Today* 17(3): 10-14.

Sultana, Farhana. 2007. Reflexivity, positionality and participatory ethics: Negotiating fieldwork dilemmas in international research. *ACME: An International E-Journal for Critical Geographies* 6 (3): 374-385.

Watkins, Joe. 2003. Ethical currents: To accept or not to accept? *Anthropology News* 44:18.