

Fall 2024 ITLS-7350-MB1 XL Syllabus

ITLS
7350

Course Description

Ethnography is the traditional method used by anthropologists to study societies perceived to be “far away” from the Western World, such as the classic work of Bronislaw Malinowski, Franz Boas, and others. Central to ethnographic fieldwork and writing has been the idea of culture. However, culture as a construct has come under significant critique and our world has changed in such a way that it is difficult to constrain ethnographic work to the same kinds of “far away” spaces. Phenomena such as transnationalism and the Internet have forced us to rethink how and where we do ethnography.

This course is an advanced research methods course on ethnography. As Harry Wolcott (2008) has written, ethnography is both a way of “looking” and a way of “seeing.” That is, it is as much a way of conceptualizing questions about the world as it is a collection of methods for doing research. This semester we will engage with both the “looking” and “seeing” aspects of ethnography.

Fees

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Course Objectives

1. Develop an understanding of the historical foundations and contemporary instantiations of ethnography.
2. Develop an understanding of where ethnography fits in a larger landscape of qualitative research methods and the kinds of questions ethnographic research can help us to address.
3. Develop the ability to read and critique ethnographic research
4. Develop a basic understanding of how to conduct ethnographic research, including carrying out your own mini-ethnography through the use of various ethnographic research skills, including participant observation, field notes, and interviews.
5. Practice writing up ethnographic research.

Instructor

Kristin Searle, Associate Professor of Instructional Technology & Learning Sciences

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Phone: 435.797.5789

Office: EDUC 209

Office Hours: by appointment

Class Meetings

We will meet Tuesdays 4:30 - 7:00 PM in EDUC 282. If you are registered for the hybrid section of this class, Zoom information is below. Students who are registered for the in-person section should plan to attend in person except in extenuating circumstances where they have received prior permission from the instructor.

Kristin Searle is inviting you to a scheduled Zoom meeting.

Topic: Fall 2024 ITLS-7350-MB1 XL

Time: This is a recurring meeting Meet anytime

Join Zoom Meeting

<https://usu-edu.zoom.us/j/85359876867?pwd=m68AgqlxjLJMEiBUOaBAIZcNu3Hhdx.1>

Meeting ID: 853 5987 6867

Passcode: 351611

One tap mobile

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+12532158782,,85359876867#,,,,*351611# US (Tacoma)

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Join by H.323

• 162.255.37.11 (US West)

• 162.255.36.11 (US East)

• 115.114.131.7 (India Mumbai)

• 115.114.115.7 (India Hyderabad)

• 213.19.144.110 (Amsterdam Netherlands)

• 213.244.140.110 (Germany)

• 103.122.166.55 (Australia Sydney)

• 103.122.167.55 (Australia Melbourne)

• 149.137.40.110 (Singapore)

• 64.211.144.160 (Brazil)

• 159.124.132.243 (Mexico)

• 159.124.168.213 (Canada Toronto)

• 65.39.152.160 (Canada Vancouver)

• 207.226.132.110 (Japan Tokyo)

• 149.137.24.110 (Japan Osaka)

Meeting ID: 853 5987 6867

Passcode: 351611

You can expect the following from the instructor:

- Weekly overviews or mini-lectures that will offer you some background on the week's readings.
- A weekly wrap-up of the week's key ideas and themes
- Quick responses to requests to meet with the instructor by phone, in person, or via Zoom (within 48 hours but more quickly on weekdays).

We are a small class and I expect that you will all be active participants. This means doing the readings ahead of time and coming to class prepared to engage in lively discussion and any activities I might throw your way.

Course Materials

REQUIRED TEXTS

Cerwonka, A. & Malkki, L.H. (2007). *Improvising theory: Process and temporality in ethnographic fieldwork*. Chicago: University of Chicago Press.

Emerson, R.M., Fretz, R.I., & Shaw, L.L. (2011). *Writing ethnographic fieldnotes* (2nd ed.). Chicago: University of Chicago Press.

Hammersley, M. & Atkinson, P. (2007). *Ethnography: Principles in Practice* (3rd or 4th ed.). New York: Routledge.

Additional readings will be available via Canvas.

You will also be required to select and read one ethnography of your choosing and approved by the instructor. I have included some options below, but you are welcome to find your own if you have a specific topic in mind.

RECOMMENDED TEXTS

Kutsche, P. (1998). *Field ethnography: A manual for doing cultural anthropology*. Upper Saddle River, NJ: Prentice Hall. (this book is no longer in print but can typically be purchased used from Amazon at a very reasonable price).

ETHNOGRAPHIES (pick one from this list or choose your own, instructor approval required)

Ethnographies of schooling

A Place to be Navajo by Teresa L. McCarty

Ways with Words by Shirley Brice Heath (this is often assigned in Qual 1, but it is a classic, so if you didn't read it for Qual 1, now is a good time)

Unraveling the model minority stereotype by Stacey J. Lee

Educated in Whiteness by Angelina Castagno

Compulsory: Education and the Dispossession of Youth in a Prison School by Sabina E. Vaught

Graduate Students Becoming Qualitative Researchers: An Ethnographic Study by Char Ullman, Kate Mangelsdorf, and Jair Muñoz

Black Boys' Lived and Everyday Experiences in Stem by KiMi Wilson

Educating the Chinese Individual: Life in a Rural Boarding School by Matte Halskov Hansen

Suddenly Diverse: How School Districts Manage Race & Inequity by Erica O. Turner.

Dilemmas of Culture in African Schools: Youth, Nationalism, and the Transformation of Knowledge by Cati Coe (Cati Coe also has some more recent ethnographies that are more medical anthropology from her fieldwork in Ghana)

Lessons from Mount Kilimanjaro: Schooling, community, and gender in East Africa by Amy Stambach

If you want **something that doesn't necessarily have to do with education**, the Society for Cultural Anthropology gives a book award each year. You can find a list of award winners here (<https://culanth.org/engagements/prizes#:~:text=Gregory%20Bateson%20Book%20Prize&text=experimental%2C%20and>) Scroll down to the Gregory Bateson prize winners.

Can Big Bird Fight Terrorism? by Naomi Moland

Mohawk Interruptus: Political Life Across the Borders of Settler States by Audra Simpson

If you're interested in **auto-ethnography**.

Narrating the Closet: An Autoethnography of Same-Sex Attraction by Tony E. Adams

Life After Leaving: The Remains of Spousal Abuse by Sophie Tamas

Staring at the Park: A Poetic Autoethnographic Inquiry by Jane Speedy

Young Gifted and Fat: An Autoethnography of Size, Sexuality, and Privilege by Sharrell D. Lockett

Revision: Autoethnographic Reflections on Life and Work. by Carolyn Ellis

An Autoethnography of Fitting In: On Spinsterhood, Fatness, and Backpacker Tourism by Phiona Stanley

Belonging: An Autoethnography of a Life in Sign Language by Noel O'Connell

Talking White Trash: Mediated Representations and Lived Experiences of White Working-Class People by Tasha R. Dunn

Course Requirements

I expect you to read the syllabus and ask any questions you may have. I also expect that you will check in regularly with Canvas, making sure to read any posted announcements.

1. Class Participation (40%)

We are a small class and I expect that you will all be active participants. This means doing the readings ahead of time and coming to class prepared to engage in lively discussion and any activities I might throw your way. Your overall participation class participation over the course of the semester will be taken into account when determining your grade.

Google Slide: Each week, you are expected to create a slide in our shared Google slide deck (accessed via Canvas) by **9 a.m. on Tuesday**. In addition, you may comment on or add to others' slides, as long as this is done in a constructive and respectful manner. This slide should contain any thoughts, questions, and/or reflections you have on the week's readings. We will use these as a springboard for class discussion.

Reading Guide & Class Facilitation (10 points - part of your class participation grade): You will sign up to facilitate class discussion of the readings during one class session. You will work with the instructor to develop a "reading guide" of 5-10 guiding questions for the readings to be discussed in class.

Read an Ethnography of Your Choice: In weeks 11 and 12, we will be talking about the conventions of writing ethnography. Over the course of these two weeks, you will read a book-length ethnography of your choosing that has been approved by the instructor.

2. CITI Training (REQUIRED, but no credit)

In order to engage in responsible conduct of research, all members of this course need to complete CITI training for social and behavioral research: <http://rgs.usu.edu/irb/training/> (<http://rgs.usu.edu/irb/training/>)

If you have previously completed the training and it is not expired, you may submit your certificate of completion to Canvas.

3. Mini-Ethnography (60%)

For your final project, you will conduct a mini-ethnography of a public place. This assignment will include fieldwork activities throughout the semester and a final write-up of 15 – 25 double-spaced pages.

Observation 1: Map of a Block (5%)

In this assignment, you will pick a block, defined as a plot of land bounded on all four sides by streets or two facing sides of one block of a single street facing each other and any associated alleys. Given the number of strip malls in Cache Valley, you could also visit a block of stores or the Cache Valley Mall (or a similar mall elsewhere) for this assignment. *Without interviewing the people you encounter*, make jottings to describe each building and/or lot on the block, including alleys. Draw a map of the block, then write a 3-5 page double-spaced annotation of your map. Be sure to explain why the details you note are worth paying attention to and give your reader enough detail to draw their own conclusion. For instance, do not write that there is a “nice” house at 675 Arbor Drive. Instead, describe what you see. The house might be freshly painted, the lawn mowed, seasonal decorations outside the door, and clean windows. *This is surprisingly hard. It takes practice to hone your eye.* To do this assignment well, you will need to visit the block several times at different times of day.

Observation 2: Specialized Language (5%)

In this assignment, you will pick a public place where you can observe adults over the age of 18 engaged in an activity and talk around the activity for about an hour. It needs to be a public place where no one has an expectation of privacy, such as a restaurant, coffee shop, or laundry mat. Focus on the specialized language of that place and try to understand it from an insider/outsider perspective. In other words, make the familiar strange and the strange familiar. What do “half-caff,” “no whip,” and “skinny” mean in the context of a coffee shop, for example? You will then write this up in field notes (3 or more pages double-spaced document) explaining the context in which this language occurs and how the specialized language contributes to the culture of that place. The general rule is that one hour of observing is equivalent to two hours of writing up your field notes.

Note: You will visit this place at least an additional four times for your final project. You may feel the need to visit more often. You may also want to visit the place at least once before completing this assignment, so as to map the space and the material culture of the space. In a coffee shop, this would be the equipment, the merchandise for sale, the newspapers strewn on tables, the furniture, and so on.

Interview and Analysis Assignment (10%)

In this assignment, you will interview an adult who is a regular at the place where you have been observing (see above). You will audio record what they say and transcribe the interview. I strongly suggest purchasing your own audio recorder, but you can also use a recording app on your phone or tablet. **Please make sure you understand the LOI procedure and how to approach a potential participant before engaging in this assignment.**

Transcription of this first interview needs to be done manually, without the aid of an AI transcription service.

Transcription is time consuming, but only by doing it manually will you begin to understand the nuances of transcription. It will also help you learn your data.

You will then write a 1-2 page, double-spaced reflection on (1) what you would do differently next time and (2) how transcription served as a level of analysis.

For your final mini-ethnography, you will need to conduct two additional interviews with adults connected to this place. While I am not requiring you to fully transcribe these interviews because of time limitations, you may find it helpful to do so. It is okay to use an AI transcription service for these interviews, but you will need to listen to the interview and correct the AI generated transcript. It is also helpful to listen to the interviews repeatedly, while you are driving in your car, folding laundry, making dinner, and so on. This will allow you to familiarize yourself with the data and begin to see patterns.

Analytic Memo (10%)

Based on your observations and interviews, you will write a 2-3 page, double-spaced analytic memo about what your data shows.

Moving towards an ethnographic text (10%)

For this assignment, I will ask you to spend some time with your data and practice writing up your ethnography in the different ways we have talked about. See the assignment description in Canvas for additional details.

Mini-Ethnography: (20%)

You will combine the assignments you have completed for this class with at least **four additional observations** and **two additional interviews**. You will analyze your corpus of data and write a mini-ethnography of 15-25 double-spaced pages. This should read as a cohesive ethnographic text. Many of our readings this semester will you provide you with models for what this could look like.

Evaluation Methods and Criteria

You will be evaluated based on the assignments described above. Each assignment has a percentage next to it that describes how much of your grade the assignment comprises.

Grade Policy

The following grading standards will be used in this class:

Grade	Range
A	100 % to 93.0%
A-	< 93.0 % to 90.0%
B+	< 90.0 % to 87.0%
B	< 87.0 % to 83.0%
B-	< 83.0 % to 80.0%
C+	< 80.0 % to 77.0%
C	< 77.0 % to 73.0%
C-	< 73.0 % to 70.0%
D+	< 70.0 % to 67.0%
D	< 67.0 % to 60.0%
F	< 59.0 % to 0.0%

Course Schedule

Note: I reserve the right to alter readings up to two weeks in advance of a class meeting.

Week 1: August 27th: Introductions and Course Overview, What is ethnography?

Hammersley & Atkinson, *Ethnography*, Chapter 1: What is ethnography? (3rd ed. pp. 1-19)

Heath, S.B. (1982). Ethnography in education: Defining the essentials. In, P. Gilmore & A.A. Glatthorn, *Children in and out of school* (pp. 33-55). Washington, D.C.: Center for Applied Linguistics.

Malinowski, *Argonauts of the Western Pacific*, "Preface" and "The subject, method, and scope of this enquiry" (vii – 25).

Recommended:

Hymes, D. (1982). What is ethnography? In, P. Gilmore & A.A. Glatthorn, *Children in and out of school* (pp. 21-32). Washington, D.C.: Center for Applied Linguistics.

Wolcott, H.F. (2008). Ethnography as a Way of Looking (Ch. 3). In, H.F. Wolcott, *Ethnography* (pp. 43-68). New York: AltaMira Press.

Halverson, E. & Schweber, S. (Hosts). (2018). Stacey Lee on Ethnography (No. 7) [audio podcast episode]. Two middle-aged ladies talking about methods.

<https://uwmadison.app.box.com/s/017xpg8t3vyi8aa6kf3uc641sb88edsy>
(<https://uwmadison.app.box.com/s/017xpg8t3vyi8aa6kf3uc641sb88edsy>)

Week 2: September 3rd: The Centrality of Culture

Required:

Erickson, *Culture in Society and Educational Practices* (pp. 32-60)

Geertz, *The Interpretation of Cultures*, "Thick Description" (pp. 3-30)

Kirkland, D.E. Why I study culture and why it matters: Humanizing ethnographies in social science research. In, D. Paris & M.T. Winn (Eds.), *Humanizing research* (pp. 179-200). Los Angeles: SAGE.

Recommended:

Borofsky, R., Barth, F., Shweder, R.A., Rodseth, L., and Stoltzenberg, N.M.. (2001). When: A Conversation about Culture. *American Anthropologist* 103(2): 432-446.

Levinson, B.A., Foley, D.E., & Holland, D.C. (Eds.). (1996). *The cultural production of the educated person*. Albany, NY: State University of New York Press.

McCarty, T. & Castagno, A. (2018). Finding the practice in education policy: A disciplinary genealogy. In, A.E. Castagno & T.L. McCarty (Eds.), *The Anthropology of Education Policy*, (pp. 3-22). New York: Routledge.

Schein, E. (1992). Defining organizational culture. In, E. Schein, *Organizational culture and leadership*. San Francisco, CA: Jossey-Bass.

Skeggs, B. (2001). Feminist ethnography. In P. Atkinson, A. Coffey, S. Delamont, J. Lofland, & Lofland, *Handbook of ethnography* (pp. 426-442). Thousand Oaks, CA: SAGE.

Spindler, G. & Hammond, L. (Eds.). (2006). *Innovations in educational ethnography: Theory, methods, and results*. Mahwah, NJ: Lawrence Erlbaum.

Wolcott, H.F. (2008). Ethnography as a Way of Seeing. In, H.F. Wolcott, *Ethnography* (pp. 69-102). New York: AltaMira Press.

Assignment due: CITI training

In-Class: Reading Facilitation, Who am I as an ethnographer? activity

Week 3: September 10th: No Class Meeting, Reading/Fieldwork Time

Week 4: September 17th: Participant Observation and Field Notes

Required Readings:

Emerson, Fretz, & Shaw, *Writing ethnographic fieldnotes*, Chapters 1-3 (1st ed. pp.1-65; 2nd ed. 1-87)

Recommended Readings:

Hammersley & Atkinson, *Ethnography*, Chapters 2-4 (Research Design: problems, cases, and samples; Access; Field Relations) (3rd ed. pp. 20-96)

In-Class: Practice Observation and Jottings, Fieldnote best practices, Fieldnote example

Week 5: September 24th: Fieldwork, ethics, and positionality

Required Readings:

Cerwonka & Malkki, *Improvising Theory*, pp. 1-104.

Hammersley & Atkinson, *Ethnography*, Chapter 10: Ethics (3rd ed. pp. 209-229)

Lewis-Kraus, G. (2016, January 12). The trials of Alice Goffman. *The New York Times*.

Retrieved from: [https://www.nytimes.com/2016/01/17/magazine/the-trials-of-alice-\(https://www.nytimes.com/2016/01/17/magazine/the-trials-of-alice-\)goffman.html](https://www.nytimes.com/2016/01/17/magazine/the-trials-of-alice-(https://www.nytimes.com/2016/01/17/magazine/the-trials-of-alice-)goffman.html)

Recommended:

Agar, M. (2008). Who are you to do this? In, M. Agar, *The professional stranger: An informal introduction to ethnography* (2nd ed.) (pp. 92-112). United Kingdom: Emerald Publishing Group.

Galison, P. (1999). Objectivity is romantic. In, J. Friedman, P. Galison, & S. Haack (Eds.), *The humanities and the social sciences* (pp. 15-43).

Goffman, A. (2015). How we're priming some kids for college and others for prison. Retrieved from:https://www.ted.com/talks/alice_goffman_college_or_prison_two_destinies_one_blatant_injustice/discussion?.html

Goffman, A. (2014). *On the run*. Chicago: The University of Chicago Press.

Peshkin, A. (1988). In search of subjectivity – One's own. *Educational Researcher*, 17(7), 17-22.

Ruby, J. (2000). Exposing yourself: Reflexivity, anthropology, and film. In, J. Ruby, *Picturing culture: Explorations of film and anthropology* (pp. 151-180). Chicago: University of Chicago Press.

In-Class: Goffman on Trial, Consent Forms

Assignment due: Observation 1

Week 6: October 1st: Fieldwork and Access

Required Readings:

Cerwonka & Malkki, *Improvising Theory*, pp. 104-187.

Heath, S.B. & Street, B.V. (2008). The ethnographer's field entry and tools of practice. In, S.B.Heath & B.V. Street, *On Ethnography* (pp. 27-47). New York: Teacher's College Press.

Heath, S.B. & Street, B.V. (2008). Setting decision rules for fieldwork. In, S.B. Heath & B.V.Street, *On Ethnography* (pp. 48-67). New York: Teacher's College Press.

In-Class: Reading Facilitation, Field Notes Revisited Based on Observation 1 Assignment

Week 7: October 8th: Interviewing & Transcribing

Required Readings:

Hammersley & Atkinson, *Ethnography*, Chapter 5: Oral accounts and the role of interviewing (3rd ed. pp. 97-120)

Ochs, E. (1979). Transcription as theory. In, E. Ochs & B. Schiefflen (Eds.), *Developmental Pragmatics* (pp. 43-72). New York: Academic Press.

Warriner, D.S. (2007). Language learning and the politics of belonging. *Anthropology & Education Quarterly*, 38(4), 343-359.

Assignment Due: Observation 2

In-Class: Develop Interview Protocols

Week 8: October 15th: Documents and Archival Research

Hammersley & Atkinson, *Ethnography*, Chapter 6: Documents and other artefacts, real and virtual (3rd ed. pp. 121-139)

Additional readings to be determined

In-Class: Reading Facilitation, document/material culture analysis exercise

Week 9: October 22nd: Data Analysis 1: Coding

Required Readings:

Emerson, Fretz, & Shaw, *Writing ethnographic fieldnotes*, Chapters 4-6 (2nd ed. pp. 89-200; 1st pp. 108-168).

Recommended Readings:

Saldaña, J. (2016). *The coding manual for qualitative researchers*. Los Angeles: SAGE.

Assignment Due: Interview and Analysis

In-Class: Reading Facilitation

Week 10: October 29th: Data Analysis 2: Memoing

Required Readings:

Hammersley & Atkinson, *Ethnography*, Chapters 7: Recording and Organizing Data and Chapter 8: The process of analysis (3rd ed. pp. 140-190).

Saldaña, J. (2016). Writing analytic memos about narrative and visual data. In, J. Saldaña, *The coding manual for qualitative researchers* (pp. 43-65). Los Angeles: SAGE.

In-Class: Reading Facilitation

Week 11: November 5th: Writing Ethnography 1

Required Readings:

Hammersley & Atkinson, *Ethnography*, Chapter 9: Writing ethnography (3rd ed. pp. 191-208).

Ethnography of your choosing, first half of book

In-Class: Critical Analysis Assignment

Week 12: November 12th: Writing Ethnography 2

Required Readings:

Emerson, Fretz, & Shaw, *Writing ethnographic fieldnotes*, Chapters 7-8 (3rd ed. pp. 201-248; 2nd pp. 169-216).

Ethnography of your choosing, second half of book

Assignment Due: Analytic Memo

In-Class: Reading Facilitation

Week 13: November 19th: Critiques

Required Readings:

Clifford, J. (1988). On ethnographic authority. In, J. Clifford, *The Predicament of Culture* (pp.21-54). Cambridge, MA: Harvard University Press.

Clifford, J. (1988). On ethnographic surrealism. In, J. Clifford, *The Predicament of Culture* (pp.117-151). Cambridge, MA: Harvard University Press.

Clifford, J. (1986). Introduction: Partial Truths. In, J. Clifford & G.E. Marcus, *Writing Culture* (pp. 1-26). Berkeley, CA: University of California Press.

In-Class: Reading Facilitation

Week 14: November 26th: Ethnography in Virtual Spaces

Required Readings:

Boellstorff, T. (2008). "The subject and scope of this inquiry." In, T.Boellstorff, *Coming of age in Second Life: An anthropologist explores the virtually human* (pp. 3-31). Princeton, NJ: Princeton University Press.

Boellstorff, T. (2008). "Method." In, T.Boellstorff, *Coming of age in Second Life: An anthropologist explores the virtually human* (pp.60-86). Princeton, NJ:Princeton University Press.

Boellstorff, T. (2008). "The Virtual." In, T.Boellstorff, *Coming of age in Second Life: An anthropologist explores the virtually human* (pp. 237-250). Princeton, NJ: Princeton University Press.

Hine, C. (2000). The virtual objects of ethnography. In, C. Hine, *Virtual ethnography* (pp. 41-66). Thousand Oaks, CA: SAGE.

Hammersley & Atkinson Chapter 7 Ethnography in the digital world (4th ed. only pp. 139-151).

Assignment Due: Moving towards an ethnographic text

In-Class: Reading Facilitation

Week 15: December 3rd: Future Directions, Thin Description, and the New Ethnography

Required Readings:

Jackson, J.L. (2013). In, J.L. Jackson, *Thin Description* (pages to be determined). Cambridge:Harvard University Press.

Stewart, K. (1996). Prologue and The Space of Culture. In , K. Stewart, *A Space on the Side of the Road* (pp. 3-40). Princeton, NJ: Princeton University Press.

Tsing, A.L. (2005). Introduction. In, A.L. Tsing, *Friction: An ethnography of global connection*(pp. 1-20). Princeton, NJ: Princeton University Press.

In-Class: Reading Facilitation

Week 16: December 10th: Final Assignment Due

Attendance and Excused Absences Policy

Insert course policy content here.

Nonattendance Policy

Students May Be Dropped For Nonattendance

If a student does not attend a class during the first week of the term or by the second class meeting, whichever comes first, the instructor may submit a request to have the student dropped from the course. ***(This does not remove responsibility from the student to drop courses which he or she does not plan to attend.)*** This option is typically used for classes that are full and the instructor is trying to make a seat available for another student, but may be considered for other courses. Requests must be made during the first 20 percent of the course and will be considered on an individual student basis. Students who are dropped from courses will be notified by the Registrar's Office through their preferred e-mail account (see USU nonattendance policy (<https://catalog.usu.edu/content.php?catoid=38&navoid=29183>)).

Library Services

All USU students attending classes in Logan, at our Regional Campuses, or online can access all databases, e-journals, and e-books regardless of location. Additionally, the library will mail printed books to students, at no charge to them. Students can also borrow books from any Utah academic library. Take advantage of all library services and learn more at <https://libguides.usu.edu/statewide> (<https://libguides.usu.edu/statewide>).

Online Course Fee

A fee of \$15 per credit is applied to all online courses to support digital technologies and support services required for engaging and effective online learning.

Classroom Behavior

Utah State University supports the principle of freedom of expression for both faculty and students. The University respects the rights of faculty to teach and students to learn. Maintenance of these rights requires classroom conditions that do not impede the learning process. Disruptive classroom behavior will not be tolerated. An individual engaging in such behavior may be subject to disciplinary action. Read Student Code Article V Section V-3 (<https://studentconduct.usu.edu/studentcode/article5>) for more information.

University Policies & Procedures

Appropriate Use of Canvas and Other IT Resources

Canvas and all other course technologies are information technology services provided as tools to further the mission of the university. By using these services, users agree to comply with USU Policy 550: Appropriate Use of Computing, Networking, and Information Resources (<https://www.usu.edu/policies/550/>) and the accompanying Terms of use for USU IT (https://usu.service-now.com/aggies?id=kb_article_view&sysparm_article=KB0015388) resources, as well as Article V-3.B.25.c (<https://www.usu.edu/student-conduct/student-code/article5>) of the USU Student Code. Using course technologies in ways that are inconsistent with the university's mission or are disruptive will not be tolerated. Disruptive behavior includes any activity that interferes with either the faculty member's ability to conduct the class or the ability of other students to profit from the instructional program.

Classroom Behavior

Utah State University supports the principle of freedom of expression for both faculty and students. The University respects the rights of faculty to teach and students to learn. Maintenance of these rights requires classroom conditions that do not impede the learning process. Disruptive classroom behavior will not be tolerated. An individual engaging in such behavior may be subject to disciplinary action. Read Student Code Article V Section V-3 (<https://www.usu.edu/student-conduct/student-code/article5>) for more information.

Academic Freedom and Professional Responsibilities

Academic freedom is the right to teach, study, discuss, investigate, discover, create, and publish freely. Academic freedom protects the rights of faculty members in teaching and of students in learning. Freedom in research is fundamental to the advancement of truth. Faculty members are entitled to full freedom in teaching, research, and creative activities, subject to the limitations imposed by professional responsibility. Policy 4002: Academic Freedom and Professional Responsibility (<https://www.usu.edu/policies/4002/>) further defines academic freedom and professional responsibilities.

Academic Integrity – "The Honor System"

Each student has the right and duty to pursue his or her academic experience free of dishonesty. To enhance the learning environment at Utah State University and to develop student academic integrity, each student agrees to the following Honor Pledge:

"I pledge, on my honor, to conduct myself with the foremost level of academic integrity."

A student who lives by the Honor Pledge is a student who does more than not cheat, falsify, or plagiarize. A student who lives by the Honor Pledge:

- Espouses academic integrity as an underlying and essential principle of the Utah State University community;
- Understands that each act of academic dishonesty devalues every degree that is awarded by this institution; and
- Is a welcomed and valued member of Utah State University.

Academic Dishonesty

The instructor of this course will take appropriate actions in response to Academic Dishonesty, as defined the University's Student Code. Acts of academic dishonesty include but are not limited to:

- **Cheating:** using, attempting to use, or providing others with any unauthorized assistance in taking quizzes, tests, examinations, or in any other academic exercise or activity. Unauthorized assistance includes:
 - Working in a group when the instructor has designated that the quiz, test, examination, or any other academic exercise or activity be done "individually;"
 - Depending on the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments;
 - Substituting for another student, or permitting another student to substitute for oneself, in taking an examination or preparing academic work;
 - Acquiring tests or other academic material belonging to a faculty member, staff member, or another student without express permission;
 - Continuing to write after time has been called on a quiz, test, examination, or any other academic exercise or activity;
 - Submitting substantially the same work for credit in more than one class, except with prior approval of the instructor; or engaging in any form of research fraud.
- **Falsification:** altering or fabricating any information or citation in an academic exercise or activity.
- **Plagiarism:** representing, by paraphrase or direct quotation, the published or unpublished work of another person as one's own in any academic exercise or activity without full and clear acknowledgment. It also includes using materials prepared by another person or by an agency engaged in the sale of term papers or other academic materials.

For additional information go to: ARTICLE VI. University Regulations Regarding Academic Integrity (<https://www.usu.edu/student-conduct/student-code/article6>)

Discrimination and Sexual Misconduct

General Overview

USU strives to provide an environment for students and employees that is free from discrimination (<https://www.usu.edu/equity/non-discrimination>) and sexual misconduct (<https://www.usu.edu/equity/sexual-misconduct/Sexual-Misconduct-Terms>). If you experience sexual misconduct or discrimination at any point during the semester inside or outside of class, you are encouraged to contact the USU Title IX Coordinator via Distance Education room 400 in Logan, 435-797-1266, titleix@usu.edu (<mailto:titleix@usu.edu>), or at [equity.usu.edu/report](https://www.usu.edu/equity/report) (<https://www.usu.edu/equity/report>). You can learn more about the USU resources available for individuals who have experienced sexual misconduct at [sexualrespect.usu.edu](https://www.usu.edu/sexualrespect.usu.edu) (<https://www.usu.edu/sexual-respect/>). Resources for individuals who have experienced discrimination are listed at [equity.usu.edu/resources](https://www.usu.edu/equity/resources) (<https://www.usu.edu/equity/resources>).

Required Reporting of Sexual Misconduct and Threats of Harm

USU cares about our students and provides a number of resources and supportive measures to students who may be experiencing thoughts of self-harm or who have experienced sexual misconduct. To ensure students are informed about resources and services available to them, including available grievance or criminal processes for incidents of sexual misconduct, USU has implemented reporting policies and practices (<https://www.usu.edu/policies/340/>) that require designated employees to report any information they receive about incidents of sexual misconduct. This reporting policy also assists USU with its efforts to prevent sexual misconduct and keep our campus community safe.

Under USU's sexual misconduct reporting policy, I am designated as a "reporting employee" (<https://www.usu.edu/equity/sexual-misconduct/employees.php>). This means that if you share information with me about incidents of sexual misconduct (<https://www.usu.edu/equity/sexual-misconduct/Sexual-Misconduct-Terms.php>) (sexual harassment, sexual assault, relationship violence, or sex-based stalking), including within a course assignment, I *will report* that information to the USU Title IX Coordinator (<https://www.usu.edu/equity/sexual-misconduct/Title-IX-Coordinator.php>). I will also share with you information about designated confidential resources (<https://www.usu.edu/equity/sexual-misconduct/confidential-resources>), supportive measures (<https://www.usu.edu/equity/Supportive-Measures.php>), and how you can file a report (<https://www.usu.edu/equity/report.php>) with the USU Title IX Coordinator.

Self-disclosures about sexual misconduct that you experienced are not required for your course work.

Similarly, if you disclose thoughts of harm to self or a threat to others to me, including within a course assignment, I will report the information to the appropriate campus administrators. I will also share with you information about the mental health and wellness resources (<https://www.usu.edu/aggiewellness/caps/>) available to you.

Withdrawal Policy and "I" Grade Policy

Students are required to complete all courses for which they are registered by the end of the semester. In some cases, a student may be unable to complete all of the coursework because of extenuating circumstances, but not due to poor performance or to retain financial aid. The term 'extenuating' circumstances includes: (1) incapacitating illness which prevents a student from attending classes for a minimum period of two weeks, (2) a death in the immediate family, (3) financial responsibilities requiring a student to alter a work schedule to secure employment, (4) change in work schedule as required by an employer, or (5) other emergencies deemed appropriate by the instructor.

Students with Disabilities

USU welcomes students with disabilities. If you have, or suspect you may have, a physical, mental health, or learning disability that may require accommodations in this course, please contact the Disability Resource Center (DRC) (<http://www.usu.edu/drc/>) as early in the semester as possible (University Inn # 101, (435) 797-2444, drc@usu.edu (<mailto:drc@usu.edu>)). All disability related accommodations must be approved by the DRC. Once approved, the DRC will coordinate with faculty to provide accommodations.

Students Who are Pregnant or Have a Pregnancy-Related Condition

If you need academic accommodations related to pregnancy, childbirth, false pregnancy, termination of pregnancy, recovery, or other pregnancy related conditions, please contact the Office of Equity as early as possible. All accommodations related to pregnancy must be approved by the Office of Equity. The Office of Equity will then coordinate with instructors to provide accommodations. The University will not exclude a student from participating in any part of an educational program based on the student's pregnancy or pregnancy related conditions.

Office of Equity: Distance Education, Room 400, Logan Campus, 435-797-1266, Office of Equity: Pregnancy and Pregnancy Related Conditions (<https://www.usu.edu/equity/pregnancy-accommodations>).

Inclusive Excellence

USU provides resources to help all students feel included as part of the campus and broader USU community. To learn more about the resources available and how to access them, visit the Inclusive Excellence Office (<https://www.usu.edu/inclusive-excellence/>).

Grievance Process

Students who feel they have been unfairly treated may file a grievance through the channels and procedures described in the Academic Grievances section of the Course Catalog (<https://catalog.usu.edu/content.php?catoid=39&navoid=30452>).

Full details for USU Academic Policies and Procedures

- Acceptable Use of University Computing Resources (<https://www.usu.edu/policies/550/>)
- Academic Policies and Practices (USU Catalog) (<https://catalog.usu.edu/content.php?catoid=39&navoid=29998>)
- Student Conduct (<http://www.usu.edu/studentconduct>)
- Student Code (<https://www.usu.edu/student-conduct/student-code/>)
- (<https://catalog.usu.edu/content.php?catoid=38&navoid=28932>) Academic Freedom and Professional Responsibility Policy (<https://www.usu.edu/policies/403/>)

Emergency Procedures

In the case of a drill or real emergency, classes will be notified to evacuate the building via USU official communication channels. Those channels will be: an audible alarm, such as a fire alarm; an Aggie Alert notification; or notification by a USU representative. In the event of a disaster that does not permit enough time for notifications, evacuate as the situation dictates (i.e., when shaking ceases in an earthquake; immediately when a fire is discovered or in the event of other immediate life safety concerns). If it does not inhibit safety, turn off computers and take any personal items with you. Elevators should not be used; instead, use the closest stairs. See USU Emergency Management (<https://www.usu.edu/dps/emergency/>) for more information.

General Health Protocols

The cold, flu, COVID-19, and other illnesses can have an impact on the health of our university community. USU welcomes the wearing of masks in all university buildings and encourages taking measures to mitigate risk as recommended by federal and state public health officials: getting vaccinated, staying home if you are sick, and frequent hand washing.

Mental Health

Mental health is critically important for the success of USU students. 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 your ability to participate in daily activities. Utah State University provides free services for students to assist them with addressing these and other concerns. You can learn more about the broad range of confidential mental health services available on campus at Counseling and Psychological Services (CAPS) (<https://counseling.usu.edu>).

Students are also encouraged to download the “SafeUT App” (<https://safeut.org/>) to their smartphones. The SafeUT application is a 24/7 statewide crisis text and tip service that provides real-time crisis intervention to students through texting and a confidential tip program that can help anyone with emotional crises, bullying, relationship problems, mental health, or suicide related issues.