

**San José State University**  
**College of Social Sciences**  
**ANTH 190 Designing Research, Section 01, Spring 2016**

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<b>Office Hours:</b>	Tuesday 1-3pm, or by appt.
<b>Class Days/Time:</b>	Tuesday, Thursday 3:00PM - 4:15PM
<b>Classroom:</b>	WSQ 004
<b>Prerequisites:</b>	Declared major in ANTH or BEHS, 100W course, any two of the following: ANTH 11, 12, 13; or instructor permission

### **Course Description**

Describes research conception, development and implementation for academic research and applied careers alike. Emphasizes writing grant proposals, academic theses, and professional contracts. Topics include research question identification, methodological and technical approaches, broader significance and impact of research, and ethical considerations.

### **Course Goals and Student Learning Objectives**

In this class students will develop a research project proposal in several stages. Students will come up with an interesting research question and method of investigating this question then write a mock grant proposal to the National Science Foundation. This proposal should state research question, goals, and the significance of the project in an attempt to convince the grant reviewers (instructor and peers) to fund the research. Stages of proposal development include: research topic and goals (5% of overall grade), proposal outline (5%), annotated bibliography (15%), proposal drafts (20%), peer review panel participation (15%), and final proposal formatted for NSF (25%).

### **Course Content Learning Outcomes**

Upon successful completion of this course, students will be able to:

LO1 Apply a rigorous scientific or humanistic approach to answer questions about the earth and environment and generate new knowledge.

LO2 Consider ethics of anthropological research and data dissemination.

LO3 Apply research design techniques in academic and applied research settings.

## Required Texts/Readings

### Textbook

Loseke, Donileen R. 2012. *Methodological Thinking: Basic Principles of Social Research Design*. SAGE Publications, Inc. ISBN-10: 1412997208

Supplemental readings and articles (in PDF format) made available on Canvas.

### Other Readings

#### Recommended References Available in King Library:

*Writing for Social Scientists: How to Start and Finish Your Thesis, Book, or Article* / Howard S. Becker

*Archaeology: theories, methods, and practice* / Colin Renfrew, Paul Bahn.

*Anthropological research: process and application* / edited by John J. Poggie, Jr., Billie R. DeWalt, William W. Dressler.

*Anthropological research: the structure of inquiry* / Pertti J. Pelto, Gretel H. Pelto.

*What anthropologists do* / Veronica Strang ; illustrations by Blue Powell.

*Taking sides: ethics, politics and fieldwork in anthropology* / edited by Heidi Armbruster and Anna Lærke.

*Research design in anthropology: paradigms and pragmatics in the testing of hypotheses* / John A. Brim and David H. Spain.

*Handbook of archaeological methods* / edited by H. Maschner, C. Chippindale (pdf of parts of this available on Google Books)

## Library Liaison

Silke Higgins, MA, MSLS

Librarian for Anthropology Department

King Library

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## Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in [University Policy S12-3](http://www.sjsu.edu/senate/docs/S12-3.pdf) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

In this class you will develop a research project to investigate an anthropological topic. You'll come up with an interesting research question and method of investigating this

question then write a mock grant proposal to the National Science Foundation. This proposal should state your research question, goals, and the significance of the project in an attempt to convince the grant reviewers (your instructor and peers) to fund your research. Although your project will develop throughout the semester, by the fourth week of the semester you are expected to have reviewed other archaeologist's previous research on the topic and have a plan for how you will address your research question. Be prepared to discuss your topic at several points in the semester with your classmates.

- (1) Research topic selection and research goals (1/2 page). Write a half page single-spaced (5-7 sentences) summarizing the topic you will explore, and the main research question. Briefly state why you are interested in this topic. For brainstorming ideas, review the list of funded projects on the National Science Foundation website (<http://www.nsf.gov/sbe/bcs/arch/suppdiss.jsp>, see the Award link on the left for active archaeology awards for SBE & BCS categories). (5%)
- (2) Research proposal outline (1-2 pages). Write a short outline of your grant proposal, and clearly state your revised research question. Follow the format stipulated by the National Science Foundation (read the "Grant Proposal Guide" pdf on Canvas or see the Dissertation Improvement Grant webpage at <http://www.nsf.gov/sbe/bcs/arch/suppdiss.jsp>, and follow the hyperlink for "Grant Proposal Guide" provided). The format should be similar to that of NSF grant examples provided in class. The content should suggest that you're familiar with the background literature, methods, and theory you plan to apply to your research. (5%)
- (3) Annotated Bibliography (include at least 15 sources). Sources should focus on the relevant literature for your project, including a specific research method and its various applications, theoretical approach, and/or a specific regionally focused research problem in anthropology. Use only academic sources. Do not use web sources unless you discuss it with the instructor. In each annotation, include a summary of what the article/book says, the methods and theory used, and any specific notes on the importance of the source (example: "This is the basic textbook of ceramic materials analysis.") *Note: See the samples of annotations provided on Canvas. Please discuss any questions regarding appropriate sources with the instructor.* (15%)
- (4) Rough draft of a research proposal (15-17 pages **double spaced**). Full (or almost full) drafts of the hypothetical research proposal should be completed by this date. Style and format should reflect NSF proposal examples seen in class, and the text should cite major references used in the annotated bibliography. Please include a bibliography (no annotations) with your draft—this does not count towards total page numbers. (20%)
- (5) Participation in a grant review panel to evaluate drafts of other student's research proposals and provide constructive advice on how to develop their final proposal. (15%)
- (6) Final draft of research proposal (10 pages **single spaced**). Full drafts of the hypothetical research project are due, with the strict page length (do not exceed!). Please include a bibliography (no annotations) with your proposal—this does not count towards total page numbers. The proposed project should be regionally focused and utilize the analytical methods outlined in your literature review. This paper will require becoming familiar with the context (history, culture history, etc.) of a

particular geographic area, as well as understanding the appropriate context for the use of specific field methods and laboratory techniques. (25%)

- (7) Class participation throughout the semester. Bring notes on readings for each class meeting and be prepared at any time to present to classmates on your research proposal progress. When sample grant proposals are assigned for the week, bring to class a *complete outline of the proposal and written summaries to address: What is the research question? What data is used to answer the question? What is the main theoretical approach used? What steps will the author take to answer the question?* (15%)

## Grading Policy

A+ >99%, A 94-99%, A- 90-93 %

B+ 88-89%, B 84-87%, B- 80-83%

C+ 78-79%, C 74-77%, C- 70-73%

D+ 68-69%, D 63-67%, F <63%

## Classroom Protocol

- Participation is a vital element in a social science environment and attendance is foundational to academic success. Students are expected to do readings and activities prior to class, attend class every meeting, and engage in discussion of the material.
- Please turn off all electronic devices during class and use computers only for note-taking or peer review of papers.

## University Policies

### General Expectations, Rights and Responsibilities of the Student

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU's policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. To learn important campus information, view [University Policy S90-5](http://www.sjsu.edu/senate/docs/S90-5.pdf) at <http://www.sjsu.edu/senate/docs/S90-5.pdf> and SJSU current semester's [Policies and Procedures](http://info.sjsu.edu/static/catalog/policies.html), at <http://info.sjsu.edu/static/catalog/policies.html>. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not address the issue, it is recommended that the student contact the Department Chair as the next step.

### Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's [Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html) section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the

current academic year calendars document on the [Academic Calendars webpage](http://www.sjsu.edu/provost/services/academic_calendars/) at [http://www.sjsu.edu/provost/services/academic\\_calendars/](http://www.sjsu.edu/provost/services/academic_calendars/). The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the [Advising Hub](http://www.sjsu.edu/advising/) at <http://www.sjsu.edu/advising/>.

### **Consent for Recording of Class and Public Sharing of Instructor Material**

[University Policy S12-7](http://www.sjsu.edu/senate/docs/S12-7.pdf), <http://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain instructor's permission to record the course and the following items to be included in the syllabus:

- “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”
  - It is suggested that the greensheet include the instructor's process for granting permission, whether in writing or orally and whether for the whole semester or on a class by class basis.
  - In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.
- “Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

### **Academic integrity**

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy S07-2](http://www.sjsu.edu/senate/docs/S07-2.pdf) at <http://www.sjsu.edu/senate/docs/S07-2.pdf> requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The [Student Conduct and Ethical Development website](http://www.sjsu.edu/studentconduct/) is available at <http://www.sjsu.edu/studentconduct/>.

### **Campus Policy in Compliance with the American Disabilities Act**

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. [Presidential Directive 97-03](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) at [http://www.sjsu.edu/president/docs/directives/PD\\_1997-03.pdf](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) requires that students with disabilities requesting accommodations must register with the [Accessible Education Center](http://www.sjsu.edu/aec) (AEC) at <http://www.sjsu.edu/aec> to establish a record of their disability.

# ANTH 190 / Designing Research, Spring 2016, Course Schedule

*Schedule is subject to change with fair notice.*

**Table 1 Course Schedule**

<b>Week</b>	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b>
1	Jan 28	<b>Introduction to course</b> Discuss course requirements. Brainstorm project ideas.
2	Feb 2, 4	<b>Research designs</b> Research designs as laid out in grant proposals; Parts of a research proposal (NSF guidelines) Read: Loseke Ch.1; Supplemental reading (pdf); skim Grant Proposal Guidelines <i>*Proposed research topics due Feb 2</i>
3	Feb 9, 11	<b>Research Questions</b> How to develop a research plan from your interests; Formulating anthropological research questions; general theoretical frameworks and data sets to consider. Read: Loseke Ch.2; Supplemental reading (pdf); Sample grant proposal
4	Feb 16, 18	<b>Constructing a Research Plan</b> How to develop research hypotheses; Discuss case studies from example grant proposals; Cluster groups to discuss progress on upcoming proposal outline. Read: Loseke Ch.3; Sample grant proposal <i>*Bring your research questions to class for cluster group discussions</i>
5	Feb 23, 25	<b>Reviewing the Literature: Library research, Theory</b> Discuss appropriate research sources; how to find sources in article databases; How write an annotated bibliography; How to develop the theory & background sections to set the stage for your project; starting to write your literature review sections Read: Loseke Ch. 4; Sample grant proposal <i>*Proposal outlines due Feb 23</i>
6	Mar 1, 3	<b>Writing your Literature Reviews for Proposal Context</b> Discuss case studies from example grant proposals; Cluster groups to discuss progress on literature review Read: Supplemental reading (pdf); Sample grant proposal <i>* Bring a preliminary list of sources you have found for your project</i>

7	Mar 8, 10	<p><b>Hypothesis development</b> Revising research questions and stronger hypotheses based on literature review; Individual check-ins with the instructor <b>Read before class:</b> Supplemental reading (pdf); Some sources for your project. <i>*Bring your hypotheses to class for cluster group discussions</i> <i>*No class meeting Mar 10 (SCA conference)</i></p>
8	Mar 15, 17	<p><b>Data Sets in Anthropology</b> Goals of various methodologies in anthropological research; Types of data sets; How data sets logically link to inferences about behavior or belief; Cluster groups of project progress Read: Loseke Ch. 5; Supplemental reading (pdf); Sample grant proposal <i>*Bring list of your data sets to class for cluster group discussions</i></p>
9	Mar 22, 24	<p><b>Methods in Anthropology</b> Goals of various methodologies in anthropological research; how methods link to data sets; sampling strategies Read: Loseke Ch. 6-7; Supplemental reading (pdf); Sample grant proposal</p>
No class—Spring Break!		
10	Apr 5, 7	<p>Library research for annotated bibliography <i>*No class meeting Apr 7 (SAA conference)</i></p>
11	Apr 12, 14	<p><b>Overall Methodology of Research Design</b> Cluster group discussion of how anthropologists might study themes of: economics, power, class, ethnicity, gender; groups will present relevant research questions, theoretical approaches, data sets, and methods for each theme; the writing process after literature is reviewed Read: Loseke Ch. 8; Two supplemental readings (pdf) <i>*Bring your proposed methods and hypotheses to class for cluster group discussions</i> <i>*Annotated bibliography due Apr 12</i></p>
12	Apr 19, 21	<p><b>Broader Significance of Research &amp; Anthropological Ethics</b> Community-based anthropology, ethics and stakeholders; impacts of research outside academia Read: Supplemental reading (pdf); Sample grant proposal <i>*Outline your project significance for cluster group discussions</i></p>
13	Apr 26, 28	<p><b>Anthropology outside the academy</b> Making an anthropology research project relevant; writing the section “Project Significance” for your proposal Read: Two supplemental readings (pdf)</p>

14	May 3, 5	<p><b>Panel Meetings</b>  <b>Grant proposal peer reviews and feedback to applicants</b>  Drafts will be exchanged and reviewed by a classmate. These reviews will be used to redraft the paper for the final proposal—  <u>Submit your reviewed draft for points</u> and then take it home for use during redrafts. Reviewers will act as grant proposal panels to suggest changes to research plans of grant applicants.  <i><b>*Proposal drafts due May 3</b></i></p>
15	May 10, 12	<p><b>Editing of proposal draft</b>  Bring your draft and peer review to class to work on edits according to the writing guide excerpt (pdf); Review and course wrap-up  Read: Supplemental reading (pdf)  <i>*Bring a print of your draft &amp; colored pencils to work on editing with your group</i></p>

Final exam: Monday, May 23 at 2:45-5:00 → *\*Final proposal due by email*