

**San José State University**  
**College of Social Sciences**  
**Anthropology 235, Quantitative Methods, Section 1, Spring**  
**2016**

<b>Instructor:</b>	Dr. Charlotte Sunseri
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<b>Office Hours:</b>	T 1-3pm, or by appt.
<b>Class Days/Time:</b>	Thursdays 6:00-8:45PM
<b>Classroom:</b>	WSQ 004
<b>Prerequisites:</b>	Students must have successfully completed STAT 95 or equivalent.

### **Course Description**

This course presents advanced quantitative methods with the goal of equipping students for applied anthropology research as well as the knowledge to evaluate anthropological and social scientific articles. The seminar emphasis will be on understanding statistics, creating databases, using statistical software packages, and employing proper statistics. Students will engage with hands-on use of statistical software packages and application of methods in a real-world setting through a term project and occasionally lead seminar discussions. Since this is an anthropology course rather than solely a statistical course, the focus will be on teaching students how to think about quantitative data sets in social science settings and think about the role these data play in addressing research questions. Students who have a willingness to think and a desire to learn are fully equipped to be successful in this class, regardless of any prior knowledge of statistics or math-phobias.

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

#### **Course Content Learning Outcomes (LO)**

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

LO1 Apply common statistical tests to analyze anthropological data sets.

LO2 Critically examine the use of statistical analyzes in anthropological arguments and published articles.

LO3 Build data sets appropriate to statistical analysis to address anthropological research questions.

### **Departmental Objectives**

The Department of Anthropology seeks to enhance student knowledge and skills in the following areas.

#### Knowledge

1. Understanding culture as the distinguishing phenomenon of human life, and the relationship of human biology and evolution.
2. Awareness of human diversity and the ways humans have categorized diversity.
3. Knowledge of the significant findings of archaeology, cultural anthropology, and physical anthropology, and familiarity of the important issues in each sub-discipline.
4. Knowledge of the history of anthropological thought and its place in modern intellectual history
5. Comprehension of migration, colonialism, and economic integration as significant phenomenon shaping global society.

#### Skills

6. Ability to access various forms of anthropological data and literature.
7. Awareness of importance and value of anthropological knowledge in contemporary society, and the ability to apply it to social issues.
8. Knowledge of the research methods of the sub-disciplines of anthropology, and the ability to apply appropriate research methods in at least one sub-discipline.
9. Ability to present and communicate anthropological knowledge and the results of anthropological research to different audiences.

#### Professional Values

10. Knowledge of political and ethical implications of social research

### **Required Texts/Readings**

*SPSS Survival Manual*, Fourth Edition. 2010. Julie Pallant. ISBN: 0335242391

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

### **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>.

**Seminar participation and preparation** (1 pts/wk= 15 points): Each student is expected to attend class, bring notes on readings assigned for that day's discussion, and bring completed answers to the practice problem sets (when assigned). Students who fail to attend seminar meetings, who arrive late, or who do not substantively contribute to the discussion will not receive credit for the week.

**Article analysis** (2.5 pts/analysis =10 points): Each week that we discuss a particular statistical method/test, students are expected to find a relevant quantitative-based anthropology article which uses that method. These four self-identified case studies will be analyzed and students will submit short summaries (1-2 pages single-spaced) describing the research design, variables and sampling strategies, how the results are reported for the stats test you are highlighting, and quantitative methods of the study. The papers must be turned in each week to the instructor at the beginning of class—no papers will be accepted late or by email.

**SPSS lab modules** (2.5 pts/module =15 points): Six times throughout the semester, students will complete statistical analysis modules that will teach the use of SPSS software. These lab activities will be started in class, but may take more time outside of class to complete. The lab paperwork must be turned to the instructor at the designated time—no papers will be accepted late or by email.

**Mini-projects** (3x20pts=60 pts): Three mini-projects will provide hands-on experience with quantitative data generation using methods of ethnographic coding, survey development, and spatial analysis. These activities are designed to be completed based on in-class practice for each activity. Full descriptions of each activity will be provided prior to each assignment.

*Total points in course=100*

### **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**

- Students will be held to the highest standards of academic integrity and intellectual ethics. The chief product in the social sciences is new knowledge and original thinking. Plagiarism is intellectually dishonest and a form of theft. It will not be tolerated and will be dealt with in accordance with university Academic Integrity Policy.

- No late assignments will be accepted without prior instructor approval and documented cause. Unless otherwise specified in the instructions, assignments will not be accepted by email or after the last scheduled class.
- The instructor reserves the right to adjust the syllabus, exam dates, or course content as deemed necessary to facilitate the highest achievement and performance of the class, or to explore timely topics.

## 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 235, Section 1 / Quantitative Methods, Spring 2016, Course Schedule

*Schedule is subject to change with fair notice.*

All supplemental readings and article pdfs available on Canvas course website.

**Table 1 Course Schedule**

Week	Date	Topics, Readings, Assignments, Deadlines
1	Jan 28	Introduction to course and quantitative research; introduction to SPSS and Pallant; <u>Lecture 1: The nature of social science research</u>
2	Feb 4	<u>Lecture 2: Quantitative Anthropology</u> —Types of data and variables, unit of analysis, samples and populations <u>SPSS Module</u> : defining variables, entering data <u>Read</u> : Pallant Ch 1-4, two supplemental readings (pdf), <i>skim</i> Chibnik 1985
3	Feb 11	<b>Mini-project 1</b> <u>Lecture 3: Developing Surveys and questionnaires with scales</u> <u>Read</u> : Pallant Ch 9; two supplemental readings (pdf) <u>In-class activity</u> : practicing survey development
4	Feb 18	<u>Lecture 4: Descriptive statistics and analysis basics</u> —Graphs and frequency distributions, mean, standard deviation and variance, z scores, normal curve, parametric versus non-parametric <u>SPSS Module</u> : Exploring your data, normality assessment <u>Read</u> : Pallant Ch. 6, 7
5	Feb 25	<u>Lecture 5: Comparing groups, part 1</u> : Intro to hypothesis testing, <i>p</i> and significance; t-tests, Z-tests, rank order (Mann-Whitney, Wilcoxon) <u>SPSS Module</u> : Hypothesis testing with t-tests, rank order, and Z-tests <u>Read</u> : Pallant Ch. 10 & 17, Mann-Whitney/Wilcoxon sections (pg. 227-232); Weiss (pdf); <i>self-identified article</i> <i>*Survey mini-projects due</i>
6	Mar 3	<u>Lecture 6: Comparing groups, part 2</u> : Analysis of variance and non-parametric equivalents (Kruskal-Wallis, Friedman), multivariate analysis <u>SPSS Module</u> : Hypothesis testing with ANOVA <u>Read</u> : Pallant Ch 18, <i>skim</i> 21-22, Kruskal-Wallis/Friedman sections (pg. 232-237); <i>self-identified article</i>
7	Mar 10	<b>No class—SCA conference.</b>
8	Mar 17	<b>Mini-project 2</b> <u>Lecture 8: Quantitative meets Qualitative</u> : Ethnographic interviews, OCM codes, joining qualitative and quantitative research <u>Read</u> : Weisner 2012 (pdf); five supplemental readings (pdf) <u>In-class activity</u> : practicing ethnographic/visual coding
9	Mar 24	<u>In-class presentations</u> : practicing ethnographic/visual coding
No class—Spring Break!		

Week	Date	Topics, Readings, Assignments, Deadlines
10	Apr 7	<b>No class—SAA conference.</b> <i>Work on your Mini-project 2 during this class meeting.</i>
11	Apr 14	<u>Lecture 9: Comparing groups, part 3</u> : Chi-square tests <u>SPSS Module</u> : Hypothesis testing with Chi-square tests <u>Read</u> : Pallant pg. 215-221; Havlicek (pdf), <i>self-identified article</i> <u>Read</u> : Two supplemental readings (pdf)
12	Apr 21	<u>Lecture 10: Exploring relationships among variables</u> : Correlation (Pearson's r, Spearman's rho), prediction, regression <u>SPSS Module</u> : Correlations <u>Read</u> : Pallant Ch 11; <i>self-identified article</i> <i>*Ethnographic coding mini-projects due</i>
13	Apr 28	<b>Mini-project 3</b> <u>Seminar discussion</u> : Spatial analysis (presentations of assigned articles) <u>Read</u> : Your assigned article from this list: Chalmers & Fabricius 2007 (pdf), Logan & Zhang 2004 (pdf), Goodchild et al. 2000 (pdf), Gatrell & Rigby 2004 (pdf) <u>In-class activity</u> : practicing coding spatial data
14	May 5	Spatial coding mini-project work <u>Read</u> : supplemental reading (pdf)
15	May 12	Course wrap-up Presentation of spatial coding projects by teams

Final: Thursday, May 19 at 5:15-7:30 → *\*Spatial coding mini-project due by email*