San José State University
College of Social Sciences
ANTH 190 Designing Research, Section 01, Spring 2014

Instructor:	Charlotte Sunseri
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Office Hours:	Tuesday, Thursday 9:15-10:15, or by appt.
Class Days/Time:	Tuesday, Thursday 3:00PM - 4:15PM
Classroom:	WSQ 004
Prerequisites:	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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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 <u>every</u> 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.

Assignments and Grading Policy

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) <u>Class participation throughout the semester.</u> 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%)**

Departmental Goals_____

Learn about the goals of the anthropology department and how it can benefit your education.
Goals   http://www.sjsu.edu/anthropology/departmentinfo/goals/index.html

Credit Hours
Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

University Policies _____

Here are some of the basic university policies that students must follow.

Dropping and Adding

Find the procedures and deadlines for adding and dropping classes.

Catalog Policies   http://info.sjsu.edu/static/catalog/policies.html.

Add/drop deadlines   http://www.sjsu.edu/provost/services/academic_calendars/

Late Drop Policy   http://www.sjsu.edu/aars/policies/latedrops/policy/

Consent for Recording of Class and Public Sharing of Instructor Material

All students must obtain the instructor's permission if they wish to record lectures or distribute materials from the class.
University Policy S12-7   http://www.sjsu.edu/senate/docs/S12-7.pdf

Academic integrity

Learn about the importance of academic honesty and the consequences if it is violated.

University Academic Integrity Policy S07-2   http://www.sjsu.edu/senate/docs/S07-2.pdf

Student Conduct and Ethical Development website   http://www.sjsu.edu/studentconduct/

Campus Policy in Compliance with the American Disabilities Act

Here are guidelines to request any course adaptations or accommodations you might need.

Presidential Directive 97-03   http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf

 Accessible Education Center   http://www.sjsu.edu/aec

Resources_____

The university provides resources that can help you succeed academically. Just look here.
Academic Success Center   http://www.sjsu.edu/at/asc/

Peer Connections website   http://peerconnections.sjsu.edu

Writing Center website   http://www.sjsu.edu/writingcenter

Counseling Services website   http://www.sjsu.edu/counseling

ANTH 190 / Designing Research, Spring 2014, Course Schedule

Schedule is subject to change with fair notice.

Table 1 Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	Jan 23	**Introduction to course** Discuss course requirements. Brainstorm project ideas.
2	Jan 28, 30	**Research designs** Research designs as laid out in grant proposals and cultural resource management project proposals; Parts of a research proposal (NSF guidelines) Read: Loseke Ch.1; Supplemental reading (pdf); skim Grant Proposal Guidelines **Proposed research topics due Jan 30*
3	Feb 4, 6	**Constructing a Research Plan** 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)
4	Feb 11, 13	**Research Questions** How to develop a research question and related hypotheses; Discuss case studies from example grant proposals; Cluster groups to discuss progress on upcoming proposal outline. Read: Loseke Ch.3; Sample grant proposal **Bring your research questions to class for cluster group discussions*
5	Feb 18, 20	**Reviewing the Literature: Library research** Anthropological research in King Library; Discuss appropriate research sources; how to find sources in article databases; How to research for and write an annotated bibliography Read: Loseke Ch. 4 **Proposal outlines due Feb 18*
6	Feb 25, 27	**Developing Theoretical Approaches & Proposal Context** How to identify sources and develop the theory & background sections to set the stage for your project; starting to write your literature review sections Read: Supplemental reading (pdf); Sample grant proposal
7	Mar 4, 6	**Writing your Literature Reviews** Discuss case studies from example grant proposals; Cluster groups to discuss progress on literature review Read: Sample grant proposal ** Bring a preliminary list of sources you have found for your project.*

Week	Date	Topics, Readings, Assignments, Deadlines
8	Mar 11, 13	**Hypothesis development & Project proposal discussions** Revising research questions and stronger hypotheses based on literature review; Cluster groups of project progress; Individual check-ins with the instructor **Read before class:** Supplemental reading (pdf); Some sources for your project. *Be prepared to ask for ideas and advice from peers and instructor on appropriate sources and research directions.* **Bring your hypotheses to class for cluster group discussions*
9	Mar 18, 20	**Data Sets in Anthropology** Goals of various methodologies in anthropological research; Types of data sets; How data sets logically link to inferences about behavior or belief Read: Loseke Ch. 5; Supplemental reading (pdf); Sample grant proposal **Bring list of your data sets to class for cluster group discussions*
	May 25, 27	*Spring Break!*
10	Apr 1, 3	**Methods in Anthropology** 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 ****Annotated bibliography due Apr 3***
11	Apr 8, 10	**Review: Overall Methodology of Research Design** 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) **Bring your proposed methods to class for cluster group discussions*
12	Apr 15, 17	**Broader Significance of Research & Anthropological Ethics** Community-based anthropology, ethics and stakeholders; impacts of research outside academia Read: Supplemental reading (pdf); Sample grant proposal **Outline your project significance for cluster group discussions*
13	Apr 22, 24	**Anthropology outside the academy** Making an anthropology research project relevant; writing the section "Project Significance" for your proposal Read: Two supplemental readings (pdf) **No class Apr 24—SAA conference.**

14	Apr 29, May 1	**Panel Meetings** **Grant proposal peer reviews and feedback to applicants** 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. *Proposal drafts due Apr 29*
15	May 6, 8	**Editing of proposal draft** Bring your draft and peer review to class to work on edits according to the writing guide excerpt (pdf) Read: Supplemental reading (pdf) *Bring a print of your draft & colored pencils to work on editing with your group*
16	May 13	Review and course wrap-up

Final exam: Wednesday, May 21 at 2:45-5:00 → *Final proposal due by email*