



## Anthropology Capstone – Hidden Research Skills

## Spring 2020 Syllabus

Instructor: Kurt Wilson

Anthropology 5500

Office: GC Archaeological Center & TA Office

Time: Wednesdays, 2-5 pm

Office Hours: 9 – 10am Wednesday

Location: GC 4520

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### **Course Information**

**Readings:** Assigned readings will be available on Canvas. All required readings must be read *before* coming to class on the day they are assigned.

**Office Hours:** Instructor is available by appointment (due to the Archaeological Center being a locked space). Office hours are a crucial part of education – please contact me and set up meetings. This is how I can best provide help. Using office hours as a last resort is not effective use of office hours.

**Communication:** The preferred, and most effective, method of communication will be email ([kurt.wilson@utah.edu](mailto:kurt.wilson@utah.edu)). Please use this for questions and setting up meetings.

### **Course Description (from catalog):**

Designed primarily for seniors, the anthropology capstone course allows advanced anthropology majors to review and synthesize the wide body of knowledge that they have gained as majors. Students will be required to participate in biweekly lectures and discussions focusing on the following learning outcomes; 1) Describing variation among humans and their closest relatives across the world and through time; 2) Specification of each of the major sub-fields within anthropology, and contrasting their unique approaches to studying and measuring variation; 3) Applying anthropological research methods to answer questions or solving problems; 4) Explaining aspects of human variation using evolutionary and social theory; and 5) Evaluating and synthesizing scientific hypotheses about human variation using empirical data.

### **Course Rationale:**

Anthropology, the comparative study of people and their ways of life across the full temporal and spatial range of the human experience, enables undergraduate students to question, explore, understand, and communicate on the multi-faceted and incredible diversity of humanity. Effectively doing so requires not only engagement with individuals, present or past, but communication of such engagement. The study of anthropology is of great interest to many people, academics and non-academics alike. In this class we will be discussing, constructing, and learning how to communicate anthropological research for academic and non-academic audiences. Through in-class work, faculty mentorship, and guided practice you will improve your skills in producing research, writing scientifically, speaking to non-scientists about science, and workshopping your work. These skills are key for future academic and non-academic success. Your semester project and work will be tailored to your current career goals (NGO, governmental office, graduate schools, private corporation, etc.) and you will practice research and communication that will further your entry into those fields.

### **Course Purpose:**

This is a mid-level course designed to help students develop the ability to critically analyze original anthropological research, keying on the oft hidden skills of science communication. This

course focuses on developing the ability to question, create an argument, and support that argument using anthropological findings and apply those abilities to academic practice.

Learner Outcomes: By course completion, learners will/will be able to:

1. Develop an anthropological research question which addresses an identified gap in knowledge
2. Design a research study addressing an anthropological research question
3. Evaluate a scientific hypothesis about human variation using empirical data
4. Explain original research to an academic audience
5. Practice providing effective peer-review feedback
6. Engage in critical thinking about anthropological research problems
7. Communicate original research to a non-academic audience

### **Teaching and Learning methods:**

Learning occurs in our individual minds, yet occurs most effectively through interacting with others. It is in thinking, and analyzing our own thinking, that we learn. As such, everyone must be in class all of every session. Much of our learning and exploration will be developed around interacting with other people and ideas in the classroom – talking, discussing, and thinking will be the primary modes of learning in this course. You will not be able to get notes from myself or someone else if you miss class because class will move in different directions each day based on how we approach and investigate each of the topics. As this class will likely evoke multiple viewpoints I expect that everyone will share and commit to the learning in the classroom as doing so not only helps you learn but enhances the learning of everyone else in the room, including myself.

Letter grades earned in this course will be based on your engagement and participation in discussion, activities, and assignments both in and outside of class and your demonstration of your learning. It is expected that all work will be of high quality. All experiences and assignments in this course have been designed to help you learn more effectively and will aid you in acquiring the skills and experiences stated in the learner outcomes. None of the assignments in the course are being done for the professor; you are doing them for yourself. Since learning occurs in the minds of individual, you are each responsible for your own learning, and will have ample opportunities to demonstrate your learning throughout class periods and assignments.

“Participation” in this course will require both in and out of class work. To learn you must think about the material; the more you work with and manipulate the ideas the greater understandings you will construct. This means that not only are you expected to share and analyze thoughts and ideas in class, but you must come to class having *critically* read the assigned readings. This means more than simply keeping up with the reading and turning in writing assignments – it also requires that you actively process what you read, connect it with other discussions, listen critically to comments made in class, and constantly analyze and re-evaluate your own thinking.

I will be helping to guide the directions of the course and discussions and, as such, you can expect me to hold myself to the same standards that I ask of you. Although the class will undoubtedly go in unexpected directions, we will be meeting the learning outcomes of the course.

This is a skill practice and development course. It will not rely on traditional lecture but active, structured activities that assist students in building their skills.

### **Course Policies**

**Attendance & Punctuality:** Everyone must be in class all of every session. Everyone is expected to be ready to being at 2pm and be prepared to work until 5pm.

**Participation:** Everyone has the right and responsibility to participate. Participation is not simply being present, but consists of providing thoughtful comments during class, effective feedback to peers, and thinking about your own learning. There will be ample opportunities every day in which you will be enabled, and expected, to participate.

**Food & Drink:** So long as food and drink are not interrupting class and disrupting the learning of others you are welcome to have either. This is a 3 hour class, snacks and water/coffee/tea/beverage of choice are fine to have.

**Canvas:** Students are expected to check Canvas on a weekly basis. All assignments will be submitted on Canvas, all readings are housed there, and announcements will be made through Canvas that require attention (students are expected to have set their Canvas settings so as to receive announcements when they are sent).

**Electronic Devices in Class:** Phones/tablets/laptops will at times be used during class to enhance learning. Outside of these instances electronic devices should be used only for note-taking. Activities that are not class related and/or distract the learning of others will result in a requirement that the device be put away.

**Assessment/Evaluation of Learner Progress & Performance (Grading):** The simple breakdown of grading for this course is listed below. More detailed grading breakdowns are present on the Canvas page for the course. Assignments, peer feedback, and participation are graded on effort. Effort, generally, is defined as the amount of time and thinking you put into a project. The rubrics on Canvas will provide more in-depth descriptions of what effort looks like for your assignments and peer feedback. Regarding participation, effort is the amount of thoughtful energy you put into contributing in class. Simply showing up is not enough, though ample opportunities will exist each day for you to demonstrate participation. Everyone has the right and the responsibility to participate in this class and your participation is graded on the effort you put into making the class an effective learning environment for yourself and your peers. The final poster and final paper are graded on quality and effort. See the rubrics for more detail. There are multiple components to each of these sections. \*There are no curves in this class – everyone earns the grade they earn, not contingent on the grades of others.

Assignments	Due Date	Points
Drafts & Worksheets	Jan 15 – Apr 8	75
Peer Feedback	Jan 15 – Apr 15	50
Participation	Jan 15 – Apr 22	75
Final Poster	Apr 14	100
Final Paper	Apr 29	150
Total		450

**Drafts & Worksheets:** These are drafts of paper sections, posters, the final paper, and worksheets regarding guest speakers. These types of assignments are graded on the effort and participation you put into them. Draft effort will be assessed using the effort section of the final paper rubric on Canvas. Drafts will be workshopped the day they are due! Therefore, late submissions of drafts will result in significant grading penalty.

Peer Feedback: These assignments are you submitting the feedback you provide to peers on drafts they submit. Peer feedback is graded on the effort you put in to help you peers improve their work. Complete rubric is on Canvas.

Participation: This encompasses in-class work (engagement in discussion and activities) and out-of-class work (coming to class prepared by having read the readings).

Poster: The poster is a conference-style poster students will put together targeting a non-academic audience regarding their research project for the course. **Students are required to present the poster at the College of Social & Behavioral Sciences Research Day on April 14<sup>th</sup>** as I will grade the final poster at this event. *Students who cannot be at the CSBS Research Day due to scheduling conflicts must contact the instructor by April 1<sup>st</sup>.* The poster is graded on quality and effort in 3 sections: Research content, visual elements, and language use. 60% of the poster is graded on quality and 40% on effort. Complete rubric is on Canvas.

Paper: The paper will be an academic article style paper put together by students regarding their course research project (same project as the poster). The paper is due by 5pm on Wednesday, April 29<sup>th</sup>, the final day of finals. The paper is graded on quality and effort in 7 sections: Research question, introduction, methods, results, discussion, conclusion, and writing style. 60% of the paper is graded on quality and 40% on effort. Complete rubric is on Canvas. There is no set word length/page length requirement for the paper – it should be as long as it needs to be to effectively demonstrate your learning and your research. Papers must employ a consistent, particular style guide for citations (SAA, APA, etc.) appropriate for their subfield.

**Student Names & Personal Pronouns:** Class rosters are provided to the instructor with the student's legal name as well as "Preferred first name" (if previously entered by you in the Student Profile section of your CIS account, which can be managed at any time). While CIS refers to this as merely a preference, I will honor you by referring to you with the name and pronoun that feels best for you in class or on assignments. Please advise me of any name or pronoun changes so I can help create a learning environment in which you, your name, and your pronoun are respected. If you need any assistance or support, please reach out to the LGBT Resource Center.  
[https://lgbt.utah.edu/campus/faculty\\_resources.php](https://lgbt.utah.edu/campus/faculty_resources.php)

### **Department and University Regulations**

**The Americans with Disabilities Act:** The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, (801) 581-5020. CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in an alternative format with prior notification to the Center for Disability Services.

**University Safety Statement:** The University of Utah values the safety of all campus community members. To report suspicious activity or to request a courtesy escort, call campus police at 801-585-COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit <https://safeu.utah.edu/>.

**Addressing Sexual Misconduct:** Title IX makes it clear that violence and harassment based on sex and gender (which Includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person

with a disability, veteran's status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).

**Undocumented Student Support Statement:** Immigration is a complex phenomenon with broad impact—those who are directly affected by it, as well as those who are indirectly affected by their relationships with family members, friends, and loved ones. If your immigration status presents obstacles to engaging in specific activities or fulfilling specific course criteria, confidential arrangements may be requested from the Dream Center. Arrangements with the Dream Center will not jeopardize your student status, your financial aid, or any other part of your residence. The Dream Center offers a wide range of resources to support undocumented students (with and without DACA) as well as students from mixed-status families. To learn more, please contact the Dream Center at 801.213.3697 or visit [dream.utah.edu](http://dream.utah.edu).

**Wellness Statement:** Personal concerns such as stress, anxiety, depression, other mental health concerns, relationship difficulties, cross-cultural differences, are real, true concerns and clearly can interfere with a student's ability to succeed and thrive at the University of Utah. The university has many resources to help, please contact the Center for Student Wellness ([www.wellness.utah.edu](http://www.wellness.utah.edu); 801-581-7776) for assistance and information. Additional units for assistance include (but are not limited to):

Veterans Support Center: <https://veteranscenter.utah.edu/>

LGBT Resource Center: <https://lgbt.utah.edu/>

Women's Resource Center: <https://womenscenter.utah.edu/>

University Counseling Center: <https://counselingcenter.utah.edu/>

Black Cultural Center: <https://diversity.utah.edu/centers/bcc/>

American Indian Resource Center: <https://diversity.utah.edu/centers/airc/>

Center for Ethnic Student Affairs: <https://diversity.utah.edu/centers/cesa/>

**Student Code of Conduct (Policy 6-400) & Accommodations (Policy S-100):** All students are expected to maintain professional behavior in the classroom setting, as defined in the Student Code (<http://regulations.utah.edu/academics/6-400.php>). Students have specific rights in the classroom as detailed in SII of the Code. The Code also specifies standards of behavior (SIII) and academic conduct (SV). "Students must adhere to generally accepted standards of academic honest, including but not limited to refraining from cheating, plagiarizing, research misconduct, misrepresenting one's work, and/or inappropriately collaborating" (SVB). According to Faculty Rules and Regulations, it is the faculty responsibility to enforce responsible classroom behaviors. Students have the right to appeal such action to the Student Behavior Committee. The accommodation policy (Section Q) may be found at <http://regulations.utah.edu/academics/6-100.php>.

**Incomplete Policy:** An "I" will only be given for work not completed because of circumstances beyond the student's control, providing the student is passing the course and needs to complete 20% or less of the work. Valid reasons for an "I" grade include: (a) An illness (documented by a medical statement) that precludes the ability of the student to perform; (b) an accident or situation that prevents the student from physically being present (documentation may be required); (c) Extreme emotional or other mental circumstances that are severe enough to interfere with a student's normal academic performance. If you do receive an "I", do not register for the course again. You must complete the required work in the time agreed by you and the instructor. If the work is not completed within one year, the grade will change to an "E". Faculty will not accept additional work to change the grade after that one-year period. If student's have a problem with a course, please deal with it immediately. It is the student's responsibility to contact instructors and submit necessary

forms. If you delay, your instructor may have left the University or be out of the country. In such a case, you may find there is nothing the Department can do.

**Note:** The syllabus is not a binding legal contract. It may be modified by the instructor when the student is given reasonable notice of the modification.

### Course Schedule

\*\*Unless noted otherwise all readings are websites. Links are available through the Readings folder on Canvas for each week. Readings are due for the period they are assigned (as in, Week 1 readings need to be read before our class on Jan 8 in Week 1)

Week	Topics
1. Jan 8	<p>Class Introduction &amp; Research Questions</p> <p><b>Take (before class):</b> Information Gathering Survey 1 on Canvas</p> <p><b>Read:</b></p> <p>“A Guide to Increased Creativity in Research: Inspiration or Perspiration?” by Craig Loehle (pdf on Canvas)</p> <p>How to Write a Research Question</p> <p><b>HW:</b> Bring a draft of your research question (Jan 22)</p>
2. Jan 15	<p>Literature Review &amp; Research Topic Workshopping</p> <p><b>Read:</b></p> <p>Literature Reviews</p> <p>Literature Review Workshop (this webpage does not describe a literature review but provides resources to help you more effectively conduct one)</p> <p>Guidelines for Writing a Literature Review</p> <p><b>HW:</b> Draft of research question (Jan 22)</p> <p><b>HW:</b> Identify potential faculty mentor(s) and reach out (Jan 22)</p> <p><b>HW:</b> Literature review draft (Feb 19)</p>
3. Jan 22	<p>Guest Lecture 1, Writing Quality &amp; Research Question Workshopping</p> <p><b>Read:</b></p> <p>5 Tips to Improve Your Scientific Writing</p> <p>12 Tips for Scientists Writing for the General Public</p> <p>Effective Writing</p> <p><b>Due:</b> Draft of research question</p> <p><b>Due:</b> Outreach to potential faculty mentor</p> <p><b>HW:</b> Submit peer feedback on research question (Jan 29)</p> <p><b>HW:</b> Connections to Worksheet 1 (Jan 29)</p>
4. Jan 29	<p>Guest Lecture 2, Data Needs &amp; Research Timelines</p> <p><b>Read:</b></p> <p>Social Science Data Resources: Introduction</p> <p>Quantitative vs. Qualitative Data</p> <p>Qualitative vs. Quantitative Data</p> <p>Data Management Plan</p> <p><b>Due:</b> Research question peer feedback</p> <p><b>Due:</b> Connections to Worksheet 1</p>

**HW:** Ideas on data you might want/need  
**HW:** Connection to Worksheet 2 (Feb 5)  
**HW:** Bring research topic, question, and thoughts on data (Feb 5)

5. Feb 5      Science Writing: Introduction & Data Needs Workshopping  
**Read:**  
How to Write an Introduction Section of a Scientific Article  
Writing an Introduction for a Scientific Paper  
Data Organization  
**Due:** Connections to Worksheet 2  
**Due:** Ideas on data you might want/need  
**HW:** Preliminary data locations  
**HW:** Draft of introduction (Mar 4)
6. Feb 12     Science Writing: Methods & Data Organization Workshopping  
**Read:**  
The Methodology  
Who, What When, Where, How, and Why: The Ingredients in the Recipe for a Successful Methods Section by Thomas M. Annesley (pdf in Canvas readings folder)  
**Due:** Preliminary data locations  
**HW:** Draft of literature review (Feb 19)  
**HW:** Draft of methods (Mar 18)
7. Feb 19     Science Writing: Results & Literature Review Workshopping  
**Read:**  
The Results  
Writing the Results Section  
Writing the Results Section  
**Due:** Draft of literature review  
**HW:** Submit peer feedback on literature review (Feb 26)  
**HW:** Bring your favorite figure/graph/table from your lit review to class (Feb 26)  
**HW:** Draft of results section (Mar 25)
8. Feb 26     Graphs, Figures, Tables & Graphs, Figures, Tables Workshopping  
**Read:**  
Figures and Tables  
How to Clearly Articulate Results and Construct Tables and Figures in a Scientific Paper (skip to heading "Use of tables, and figures")  
*Almost Everything you Wanted to Know about Making Tables and Figures*  
**Due:** Favorite figure/graph/table from lit review brought to class  
**Due:** Peer feedback on literature review  
**HW:** Draft of introduction (Mar 4)
9. Mar 4      Science Writing: Discussions & Introduction Workshopping  
**Read:**  
The Discussion  
How to Write a Discussion Section  
How to Write a Strong Discussion in Scientific Manuscripts

	<b>Due:</b> Draft of introduction <b>HW:</b> Peer feedback on introduction (Mar 18) <b>HW:</b> Draft of methods section (Mar 18) <b>HW:</b> Draft of discussion section (Apr 1)
Mar 10	Spring Break
10. Mar 18	Posters + Non-Academic Audiences & Methods Workshopping <b>Read:</b> Communication Fundamentals 9 Tips for Communicating Science to People Who are Not Scientists #betterposter (Morrison Poster Format) Improved Morrison Poster (from Better Poster blog) Research Posters and Poster Sessions Designing an Academic Poster <b>Due:</b> Draft of methods section <b>HW:</b> Submit peer feedback on methods (Mar 25) <b>HW:</b> Draft of results section (Mar 25) <b>HW:</b> Poster draft (Apr 8)
11. Mar 25	Science Writing: Conclusions & Results Workshopping <b>Read:</b> The Conclusion Scientific Papers How to Write a Good Abstract for a Scientific Paper or Conference Presentation <b>Due:</b> Peer feedback on methods <b>Due:</b> Draft of results section <b>HW:</b> Submit peer feedback on results (Apr 1) <b>HW:</b> Draft of discussion section (Apr 1) <b>HW:</b> Draft of conclusion section (Apr 1)
12. Apr 1	Discussion Workshopping & Conclusion Workshop <b>Due:</b> Peer feedback on results <b>Due:</b> Draft of discussion section <b>Due:</b> Draft of conclusion section <b>HW:</b> Submit peer feedback on discussion (Apr 8) <b>HW:</b> Submit peer feedback on conclusion (Apr 8)
13. Apr 8	Poster Workshopping <b>Due:</b> Peer feedback on discussion <b>Due:</b> Peer feedback on conclusion <b>Due:</b> Complete poster draft <b>HW:</b> Complete paper draft (Apr 15)
Apr 14	College of Social & Behavioral Sciences Research Day: Poster Presentations
14. Apr 15	Paper Workshopping <b>Take (before end of semester):</b> Information Gathering Survey 2 on Canvas <b>Read:</b>



Sample Resumes & Cover Letters

CV and Resume Workshop (pdf on Canvas)

**Bring:** Any questions/paper sections/ideas want to address regarding project

**Due:** Complete paper draft

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|------------|--------------------------------------|
| 15. Apr 22 | Reading Day (No Class)               |
| 16. Apr 29 | Final paper due by 5:30pm on Canvas. |