

ANTH 196A: HONORS STUDIES IN ANTHROPOLOGY
Fall 2021

Professor Amy Non

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Office hours: W 2:30pm or by appointment

Class Meetings: F 12-2:50pm online. Students are expected to attend class regularly and participate in discussions.

Aim of Course: Write a proposal for a senior thesis. In Winter quarter 2020 (ANTH 196B) the proposal will be developed into a thesis in consultation with the individual faculty advisor who specializes in the topic. In the process of writing the proposal in the fall quarter, students are expected to read many articles and/or books and produce drafts to be shared during the seminar. The proposal will include by the end of the quarter a substantial review of the literature to be further expanded in the winter quarter. Students will be reading everyone else's drafts as they develop into full proposals. The final proposal will be 15-20 double spaced pages long plus an annotated bibliography of ~20-30 carefully selected references (fewer number of references, if books/monographs), a glossary and any graphs or tables.

The main goal of this course is to learn the process of writing within the anthropological discipline. Students will learn how to do library and/or original research and create a final product of a written research proposal and annotated bibliography. *Students will be highly encouraged to analyze primary data for their theses, with the help of their advisors, with the option to do a systematic or narrative literature review if no primary data are available on their selected topic.* They will learn how to present their developing work to their peers, provide critical, constructive feedback to the writings of others and participate in discussions on a diverse selection of topics across many anthropological fields. Future applications of this course and senior thesis: writing sample for professional files, build skills toward graduate school research, write/navigate through complex problems (including data/graphs), small group interactions, explore interest in research, etc. Overall, students will learn the process and skills of doing research and writing for the field of anthropology.

Specific Requirements:

- 1) Students are required to do library and/or laboratory research on their topic of interest and seek feedback from their individual faculty mentor. Each student will create a growing list of readings in the form of an annotated bibliography that will be shared with the class throughout. The updated annotated bibliography will be added to the class' google drive each week in the first 4 weeks, the evening before class. Students will update their annotated bib files and mark with an asterisk the newly added references each time.

- 2) Students will be assigned to a feedback group (Groups 1 or 2) and will share a draft of each new section they write throughout the course. The draft (Word doc) will be uploaded on Google drive on days and times posted below, usually Wed evenings, to be discussed in that week's class meeting.

- 3) All students in the class need to read and give feedback to the drafts of their peers on certain weeks. **The drafts will be available on Wednesdays at 10pm** and all students have to provide written comments for two other students that they bring to class for group discussion and to turn it at the end of class. The class meeting will focus on discussing and clarifying the constructive feedback to the drafts.

Grading: Grades will be based on a) weekly updated annotated bibliography, (20%) b) quality of the developing drafts of the proposal to be presented in class over the course of the quarter, (20%) c) final proposal due finals week, (20%) d) class participation and feedback to drafts written by other students, (20%) and e) class attendance (20%). Individual advisors will be consulted for final grade based on the quality of the final proposal. **Students who receive B+ or higher will be invited to 196B.** If you cannot attend class for a health-related reason, please contact the professor before class if possible, and it will not be counted against your grade.

Overall Course Plan:

Weeks 1-3: Instruction on accessing and assessing sources, narrowing topic ideas, finding data to analyze, reading example proposals, reflecting on usefulness of sources, meeting with advisors to revise plans and bibliographies, building annotated bibliographies.

Weeks 4-6: Start writing literature review and analysis plan

Weeks 5-10: Writing and revising introduction, literature review, methods (plan), and conclusions, along with weekly revisions and final global revision.

Required Readings:

- 1) Assorted texts (posted on CANVAS) as examples of good (and maybe bad) writing
- 2) Schimel's *Writing Science* (*not in our library, order on amazon or at the bookstore, we also have a pdf copy for the class on the CANVAS site*)

COURSE SCHEDULE

Week 0 (9/24): Discussion of research interests, reading lists, faculty advisors, formation of groups for sharing of developing drafts with the class based on shared disciplinary backgrounds. Introduce what is an annotated bibliography, and how to evaluate what is a useful source. Discuss what makes useful peer feedback. IRB overview and ethical trainings.

Activity 1: Write a one paragraph summary of your current topic idea/research plan. Share with class for feedback on narrowing topic or identifying data sources.

Activity 2: Develop criteria for evaluating a useful reference to be used for annotated bibliographies. Review examples of past annotated bibliographies. Discuss strengths and weaknesses.

Activity 3: **HW** - Review examples of real grant proposals, past student proposals that incorporate preliminary data, faculty proposals, come to class next week prepared to discuss strengths and weaknesses together.

Preparation for Week 1:

- 1) Line up one-on-one meetings with potential individual faculty advisors before week 2 to discuss data available; share ideas and a few references.
- 2) Prepare first 10 references for annotated bibliography, be sure it includes a summary of the article or book (in your own words) and why it is useful for your thesis (e.g. our criteria: methodologically, thematic, background, comparative, etc). Turn it into Google Drive Wed before class by 10pm.
- 3) Everyone take CITI training test for social and behavior or biomedical research.

Week 1 (10/1):

- 1) Guest lecture by librarians on database searching (Sarah Kachaluba, anthro librarian) and use of Zotero and systematic literature review (Karen Haskett, data librarian) – and update on library catalogue system.

Preparation for week 2:

- 1) Meet with advisor before week 2 and share your annotated bibliography, along with ideas of data you want to use or systematic review/narrative thesis you may want to write.
- 2) Revisit how your 10 sources may or may not still be useful after the advisor meeting, and revise annotated bibliography accordingly. Try to add 5 more references for 15 total (replacing some if needed)
- 3) Revisit your 1 paragraph research plan and revise after advisor meeting. **Submit revised bibliography and revised research plan on google drive by class Friday.**
- 4) **Submit a data request question by 10/4 in prep for data librarian** to show us how to find the answer.
- 5) Read Pautasso 2013 PLOS One article on writing literature reviews

Week 2 (10/8): 1 hour visit from data librarian Stephanie Labou (where to find primary data at the library and how to use it). All students share an updated annotated bibliography (15 references). Students split into groups and provide each other feedback on bibliographies. Brainstorm areas for each other to explore further. Intro to writing introductions.

1. Discuss in class: how to find new sources outside of google scholar (e.g. sources within sources, discussions with the experts in the community).
2. Activity: Discuss how to incorporate feedback from different readers – what to use and what to ignore.
3. Prep for Writing Introductions
 - o Activity: Read together example introductions from research articles and highlight choices authors make to include/exclude details/definitions/theoretical concepts, etc for different audiences. Also decide if their opening is broad enough to capture the right audience, and then narrows enough to have a clear knowledge gap and research question. Don't bore with basic information your audience already knows.
 - o Activity 2 – develop together criteria for what should be included in the opening of the proposal. Exercise 5.1 Schimel: recognizing good openings; what makes a compelling opening, what makes a bad one? (e.g. broad enough opening to catch attention of broad

audience, make people care, clear logical flow to the gap in knowledge, research questions will feel obvious by the end, etc.)

Preparation for week 3:

- 1) Update annotated bibliography to include 20 carefully selected references with descriptions of how they are useful. Post to google drive by Friday's class.
- 2) Read Chapter 5 and 6 of Schimel book.

Week 3 (10/15): Guest Lecture (Writing Hub writing expert)

Learn about how to write introductions and begin outlining literature reviews.

- 1) Introduce CARS: Create a Research Space. <https://libguides.usc.edu/writingguide/CARS>

If time permits: (otherwise we do these Week 4)

- 2) See pg 44 Schimel – and do an exercise re-writing the opening paragraph from a chosen article from your bibliography to target a more specific or broader audience.
- 3) Develop criteria for creating a compelling argument (how to set up a knowledge gap/challenge, and lead to primary and specific research questions). Read examples of papers with strong final paragraphs of the introduction and discuss what works and what doesn't. See pg 57 Schimel– analyze a paper and determine if they frame the knowledge gap effectively. Do they write a clean funnel from opening problem to specific questions/knowledge gap?
- 4) Spend time writing your own opening in class if time. Focus on criteria in the Schimel book.

Preparation for week 4: Write a draft full introduction (opening paragraph all the way up to narrow statement about research question), following guidelines for what makes a good opening: what is major gap in the field, why is it important, and how can my thesis address this gap? Update annotated bibliography with 5-10 additional references (for a total of 25-30). **Submit introduction section drafts and updated annotated bibliographies online to google drive by Wednesday 10/27 at 10pm for peer feedback.**

Week 4 (10/22): All students share in groups an updated annotated bibliography of 25-30 references and introductions, and also send their annotated bibliography and general topic title, via email to their individual advisor and cc Prof Non by Friday 10/29.

Group feedback on introduction sections. Discuss organization, ways to streamline, reduce redundancy, make a clear argument supported by evidence.

Discuss what is a literature review: distinguishing between a literature review and an introduction – focusing on the edges of what is known, rather than a data dump on all that we do know (pg 56 Schimel) Discuss the utility of outlines in preparing for writing and plan sections of the outline for the literature review. Discuss how to paraphrase and avoid plagiarism.

Activity 1: Read examples of literature reviews and discuss strengths and weaknesses in groups.

Activity 2: Synthesizing info: In class write a one-two paragraph synthesis of at least 3-5 articles in your annotated bibliography for literature review. Share with group members for feedback.

Preparation for week 5: Write an outline and first few pages of the literature review. Make sure to also revise introduction drafts based on group feedback. **Turn in revised intro and first few pages of lit review by Wed evening 11/3 10pm.** Also read Anne Lamott's essay "Shitty First Drafts" from *Bird by Bird*.

Week 5 (10/29): Peer review the revised intros and lit reviews thus far. Focus on what else the reader needs to know and organization. (Swap groups for fresh feedback). Spend time this week writing more of the literature review first draft.

In class, workshop intro plus literature review outlines and start writing literature reviews.

Preparation for week 6: Revise the intro and expand the literature review (5-7 pages total). Add a glossary of technical terms. **Turn in by Wednesday 11/10 10pm. All students also provide written feedback for two other proposals (in your group) and turn in by Friday class time.**

Week 6 (11/5): Visit from Writing Hub experts on how to revise.

Discussion on Editing (if time permits):

- a. Organization – focus on minimizing redundancy, making outlines
- b. Active vs passive voice – discuss when it's ok to use either, and switch back and forth
 - i. Exercise – come up with examples when it's ok to use active
 1. When describing a debate, when highlighting a historical discovery, when highlighting work you yourself or your team did, I like to use it in the methods when describing important choices we made in designing the experiment.
 2. Swap drafts and highlight areas where you would switch from passive to active or vice versa.

Preparation for week 7: Revise intro and lit review based on feedback from workshop. Aim for 12-14 pages by week 7. **Submit for peer review by Wed 10pm 11/17.**

Week 7 (11/12): Students share revised and expanded draft 2 of intro and lit review, including a revised title. Share drafts of intro, lit review with group members (swap groups for fresh feedback). Workshop literature reviews and learn to write methods sections.

Activity: Students discuss written feedback of literature review and glossary in groups for feedback.

Activity: Read example methods sections from past students and from research articles.

Develop criteria for what is useful to include in a methods section (hint, everything needed to replicate the project, even if just a systematic lit review, what search terms used, analyses planning to do).

Preparation for weeks 8 & 9: Revise intro and lit review based on feedback. Draft a rough methods section. Turn in drafts of intro and lit reviews and methods by week 9 on google drive **by Wed Dec 1st 10pm** and also **send drafts (with methods if ready) to individual advisor and cc Prof Non on the**

same day (Wed Dec 1). Aim for 15-20 pages by week 9. **Prep feedback on 2 of your peer's total proposals to turn in written comments by class on 12/3 10am.**

Week 8 (11/19): Discuss how to write an effective abstract. Activity on reading abstracts, and determining how the author uses it to highlight what he/she thinks is most important, note what is left out.

Discuss what goes into the conclusion. Read examples of conclusions and discuss strengths and weaknesses.

Further discussion on editing: Avoid jargon – pg 150 Schimel, don't be unnecessarily technical, creates confusion to make you feel smart, pg 152

Week 9 (11/26): Thanksgiving Holiday. No in-class meeting. Spend time revising the full draft and providing feedback for two peers.

Preparation for week 10: Write an abstract and a conclusion section for the thesis. **Submit all written sections to date on google drive by Wed 10pm before class.** Prep feedback on 2 of your peer's abstracts and conclusions and turn in by class.

Week 10 (12/3): All students share nearly final drafts of papers including abstracts and final list of references. Get final peer review feedback and discuss in groups.

Develop strategies together in class on the remainder of the thesis (results, discussion, conclusions). Make final edits to proposal.

Finals week: Final Proposal due Thursday December 9 @11am to me and your advisor.