

 <b>FLORIDA ATLANTIC UNIVERSITY</b>	<b>NEW COURSE PROPOSAL</b> <b>Graduate Programs</b>		UGPC Approval _____ UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner Posted _____ Catalog _____
	<b>Department</b> Anthropology  <b>College</b> Arts and Letters <i>(To obtain a course number, contact erudolph@fau.edu)</i>		
<b>Prefix</b> ANG  <b>Number</b> 6094	<i>(L = Lab Course; C = Combined Lecture/Lab; add if appropriate)</i> <b>Lab Code</b>	<b>Type of Course</b> <input type="text" value="Lecture"/>	<b>Course Title</b> Proposal Development and Writing
<b>Credits</b> <i>(Review Provost Memorandum)</i> 3  <b>Effective Date</b> <i>(TERM &amp; YEAR)</i> Fall 2020	<b>Grading</b> <i>(Select One Option)</i>  <b>Regular</b> <input checked="" type="radio"/> <b>Sat/UnSat</b> <input type="radio"/>	<b>Course Description</b> <i>(Syllabus must be attached; see Guidelines)</i> This course aims to provide the student with knowledge about, and skills in, the construction of research proposals in the fields of biological anthropology, archaeology, and cultural anthropology.	
<b>Prerequisites</b>		<b>Corequisites</b>	<b>Registration Controls</b> <i>(Major, College, Level)</i> Graduate student standing
<b>Prerequisites, Corequisites and Registration Controls are enforced for all sections of course</b>			
<b>Minimum qualifications needed to teach course:</b> Member of the FAU graduate faculty and has a terminal degree in the subject area (or a closely related field.)		<b>List textbook information in syllabus or here</b> Creswell, J. and JD Creswell (2018). Research Design: Qualitative, Quantitative, and Mixed Methods Approaches, Fifth Edition. Thousand Oaks, CA: Sage.	
<b>Faculty Contact/Email/Phone</b> Michael Harris/mharris/73233		<b>List/Attach comments from departments affected by new course</b> NA	

<b>Approved by</b> Department Chair <u>Michael S. Harris</u> College Curriculum Chair _____ College Dean _____ UGPC Chair _____ UGC Chair _____ Graduate College Dean _____ UFS President _____ Provost _____	<small>Digitally signed by Michael S. Harris          DN: cn=Michael S. Harris, o=FAU, ou=Anthropology,          email=mharris@fau.edu, c=US          Date: 2019.06.04 13:35:18 -0400</small>	<b>Date</b> 7/8/19 7/9/19 7/9/19 8/14/19 8/14/19 8-14-19
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Email this form and syllabus to [UGPC@fau.edu](mailto:UGPC@fau.edu) one week before the UGPC meeting.

GRADUATE COLLEGE

JUL 09 2019

Received

Course Title: Anthropology Proposal Development and Writing

ANG 6094 3 credit hours CRN XXXXX

Semester – Year

Instructor – Michael S. Harris

Office Hours – TBA

**Course Description** This course aims to provide the student with knowledge about, and skills in, the construction of research proposals in the fields of biological anthropology, archaeology, and cultural anthropology.

The process of doing research begins with the development of a proposal that clearly outlines the researcher's intentions. These intentions include the crafting of a research question, understanding its significance within the discipline, and developing methodological and analytic frames to explore the question. This course aims to provide the student with knowledge about, and skills in, the construction of research proposals in the fields of biological anthropology, archaeology, and cultural anthropology.

#### Course Goals

- Develop skills in critical thinking about research studies
- Develop research/thesis questions
- Write convincingly of the significance of the research question
- Carry out a literature review appropriate to the research question
- Consider and adopt appropriate methodologies for addressing a research question
- Understand the linkage between methodology and the data collected with analysis
- Become a more focused writer
- Produce a research proposal
- Engage in the peer review process

#### Course Schedule/Topics

1. Introduction – The Research Process

Creswell 1, Turabian 1, Online resource – Wenner Gren blog

2. Ethics and Responsible Conduct of Research

Readings and Certification: Do CITI training for Social and Behavioral Sciences and module Responsible Conduct of Research. Available through FAU IRB website.

3. Research Design and Proposals in Biological Anthropology and Archaeology

Readings: Online resource: NSF guide. Thesis proposals as provided in class).

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Writing 2a: Archaeological and Biological Anthropology proposal reviews

4. Research Design and Proposals in Cultural Anthropology

Readings: Online resource: SSRC online guide. Thesis proposals as provided in class)

Writing 2b: Cultural Anthropology proposal reviews

5. The Research Question, Problem, or Thesis Statement

Readings: Silverman, Creswell 6, 7, Turabian 2

6. Background and Significance

Creswell 3, 4

Writing 3: Research Questions and Significance

7. The Literature Review

Turabian Chs. 3, 4. Creswell 2

8. Methodologies – Quantitative Approaches

Readings: Creswell 8. Journal readings TBD

9. Methodologies – Qualitative and Mixed Methods Approaches

Readings: Creswell 9, 10. Journal readings TBD

Writing 4: Literature Review

10. Analysis in Cultural Anthropology

Journal article readings (student selections)

11. Analysis in Archaeology and Biological Anthropology

Journal article readings (student selections)

12. Planning and Budgeting the Work of Research

Writing 5: Methodology

13. The Thesis Proposal Process Citations, Formatting, Illustrations, Tables, and Figures

Turabian 8

DUE: Final proposals

14. Peer Reviews of Student Proposals

15. Peer Reviews of Student Proposals

**Final Exam Period: Individual Presentations**

Grades		A	93-100
25%	Writing assignments (5)	A-	90-92.9
		B+	87.5-89.9
		B	82.5-87.4
30%	Final research proposal	B-	80-82.4
		C+	77.5-79.9
15%	Seminar participation	C	72.5-77.4
		C-	70-72.4
10%	Peer reviews (2)	D+	67.5-69.9
		D	62.5-67.4
		D-	60-62.4
20%	Proposal presentation	F	< 59.9

All graded items are on a 100 point scale, for which the traditional academic grading system applies (e.g., 90 or higher is A range, 80 – 89 B range, etc.).

**Texts:**

Turabian, K., Booth W., Colomb G., Williams, J. and Bizup, J. (2018). A Manual for Writers of Research Papers, Theses, and Dissertations, Ninth Edition: Chicago Style for Students and Researchers. Chicago: U of Chicago P.

Creswell, J. and JD Creswell (2018). Research Design: Qualitative, Quantitative, and Mixed Methods Approaches, Fifth Edition. Thousand Oaks, CA: Sage.

**Online Resources/course materials**

[2016 NSF Proposal Guide](#)

[NIH Grant Writing Tip Sheets](#)

[SSRC The Art of Writing Proposals](#)

[The Wenner-Gren Blog for How to Write a Grant Proposal](#)

[Writing Thesis and Dissertation Proposals](#)

**Attendance Policy Statement.** Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations or participation in University approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed 3 without any reduction in the student's final course grade as a direct result of such absence.

**Disability policy statement.** In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at [www.fau.edu/sas/](http://www.fau.edu/sas/).

**Counseling and Psychological Services (CAPS) Center.** Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>

**Code of Academic Integrity policy statement.** Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see University Regulation 4.001.

## **Bibliography**

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### **Journal Resources in Anthropology – By field**

#### **Journals in Biological Anthropology**

American Journal of Human Biology  
American Journal of Physical Anthropology  
American Journal of Primatology  
Annals of Human Biology  
Evolutionary Anthropology  
International Journal of Primatology  
Journal of Human Evolution  
Primates

#### **Journals in General Anthropology**

American Anthropologist  
Current Anthropology

Journal of Anthropological Sciences

**Journals in Cultural Anthropology**

Anthropology & Education Quarterly

Anthropology & Humanism

Anthropology of Consciousness

Anthropology of Work Review

City & Society

Comparative Studies in Society and History

Culture, Agriculture, Food and Environment

Ethnohistory

Ethos

Focaal: Journal of Global and Historical Anthropology

History and Anthropology

Human Organization

Journal of Contemporary Ethnography

Journal of the Anthropological Society of Oxford

L'Homme

Medical Anthropology Quarterly

PoLAR: Political and Legal Anthropology Review

Journal of the Royal Anthropological Institute

Social Analysis

Social Anthropology

Sociologus

Transforming Anthropology

Visual Anthropology

**Journals in Archaeology**

American Antiquity

American Journal of Archaeology

Archaeological Review from Cambridge

Bulletin of the History of Archaeology

Cambridge Archaeological Journal

Environmental Archaeology

International Journal of Historical Archaeology

International Journal of South American Archaeology

Journal of Anthropological Archaeology

Journal of Archaeological Science

Journal of Social Archaeology

Latin American Antiquity