

Anthropology 491 Senior Project

Department of Anthropology
Southern Illinois University Edwardsville
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Office hours: WRF 11-12, or by appointment.

Class meetings: Fridays at 9 am (see the schedule at end)

Course Description: Our purpose in Anth 491 (Senior Project) is to complete the project that you designed (and probably started) in Anth 490 (Senior Assignment). Completion of 491 has two main requirements, both a paper and oral presentation. You must receive a C or better in Anth 491 in order to graduate with a BA or BS in Anthropology.

Your senior project is what **you**, the student, make it. I want you to see your senior project as your ticket to graduate school or as preparation for your career. Use your project to *prepare* you for *whatever* it is you want to do after you graduate. Your senior project should be more than a library research paper: it will also include your *original* research (material culture analysis) in the lab, field, or museum. Your senior project will be the capstone experience of your undergraduate career.

The Anthropology Department believes that Baccalaureate students in Anthropology should:

1. demonstrate conceptual and applied knowledge of the four basic subfields of anthropology
2. demonstrate specialized knowledge in at least one of the four subfields of anthropology
3. effectively communicate disciplinary knowledge orally and in writing
4. demonstrate the ability to identify, articulate and address problems and questions using anthropological models and methods
5. demonstrate the ability to think critically about theoretical and practical anthropological issues
6. demonstrate awareness of anthropological ethics
7. demonstrate awareness of the importance and value of sociocultural and biological diversity

As the capstone experience of your undergraduate career, your senior project may not reflect achievement of *all* of these goals, but it should reflect *most* of them.

The College of Arts and Sciences believes that all graduates should have the following Desired Characteristics and Capabilities:

Communication: Organize and express ideas clearly and appropriately; master standard use of written and oral communication; appreciate alternative forms of expression, including art, dance, music and literature; distinguish between the medium and the message; listen, observe, interpret, and understand others.

Critical Thinking: Employ independent, objective, and rigorous reasoning; identify and integrate the elements of a task or problem; seek, organize, assimilate, synthesize, and use information; maintain a healthy skepticism; recognize the value of creativity, the limits of reason and the legitimacy of intuition.

Problem Framing and Solving: Appreciate the complexity of problems; go beyond conventional assumptions; understand parts of systems as well as the whole; recognize patterns and generalize; search and test solutions using analytical and intuitive skills; evaluate and monitor outcomes; work effectively and creatively in diverse groups.

Knowledge: Master basic facts, concepts, and literature of the arts and sciences; acquire knowledge of diverse ethical traditions and contemporary issues; develop competence in the use of technology, instrumentation, and research methods; develop expertise in a major; understand the evolution and trends of that major; acquire knowledge of career opportunities.

Integration and Application of Knowledge: Recognize and value the interconnectedness of knowledge; learn creatively from practice and experience; apply knowledge in innovative ways; appreciate, use, and promote multidisciplinary and culturally diverse perspectives; foster connections wherein knowledge serves as a bridge to new levels of understanding and insight.

Self Development: Assess personal strengths, weaknesses, and potential; develop individual goals and persevere to achieve them; build self confidence and motivation; identify and respect diverse backgrounds and viewpoints; deal effectively with change; recognize and tolerate ambiguity; develop a well-considered personal ethic that includes responsibility for actions; assume responsibility for decisions and their results.

Citizenship: Participate in the local, national, and global community; be sensitive to the welfare of others; appreciate democratic values; acquire a sense of personal and collective responsibility for the social and natural environment.

Life-long Learning: Maintain a sense of curiosity; appreciate and master the process of learning; recognize that learning is a means of fulfillment and success in one's personal and professional life.

(Source: <http://www.siue.edu/artsandsciences/about/graduates.shtml>)

Course readings: There are no required texts for this course. There are, however, three recommended texts that may help with project design and/or career directions. All are available at Textbook Rental.

1. Margaret A. Gwynne, *Anthropology: Career Resources Handbook*. Stonybrook: State University of New York, 2003.
2. W. Richard Stephens, *Careers in Anthropology: What an Anthropology Degree Can do for You*. Boston: Allyn and Bacon, 2002.
3. Ivan Valiela. *Doing Science*. Oxford University Press, 2001.

Additional readings might be assigned as needed.

Course requirements: You are expected to attend scheduled meetings and participate in group discussions. You will complete a research paper and give an oral presentation of your research. You will also write a reflective essay at the end of the semester. The final grade will be broken down as follows:

Class attendance and participation: 10% (10 points)
Paper, first edition: 20% (20 points)
Paper, revised: 20% (20 points)
Oral presentation: 40% (40 points)
Essay: 10% (10 points)

Class attendance and participation: We will meet as a group periodically to discuss selected topics. We will meet at the end of the semester to practice your oral presentation.

Paper: Your paper will present the results of your research and will be written like a scholarly article (see *American Antiquity* for examples). Typical format for an archaeological paper includes an abstract, introduction, background (including your literature review), hypothesis & methods, results, analysis/discussion, conclusion, acknowledgments, and references cited (not a bibliography).

The body of the paper (not including your abstract, acknowledgments, or references cited) should be 10-25 pages. Your *references cited* should include at least 10 *published* (on paper – *not internet*) sources. **Follow SAA style guidelines** (see saa.org or *American Antiquity*).

Your paper is due **Friday, April 1**. Your *revised* paper (with the original bearing my comments) is due **Friday, April 29**. 10% per day will be deducted for late papers.

Oral presentation: Your oral presentation will also present the results of your research and will be given as if you were at an archaeological conference. You will have 15 minutes to give your presentation, *plus* 5 minutes for questions at the end. Visual aids (typically power points) are required. I have already given you a handout from the Society for American Archaeology (SAA) with recommendations for giving a paper; let me know if you need another copy. Oral presentations are scheduled for **Friday, April 15, and Saturday, April 16**. The exact schedule of presentations will be announced later, but anticipated times for Friday are 3-6 pm and anticipated times for Saturday are 9 am – 3 pm. You are expected to be here *before* the papers begin and remain until the last paper is completed on **both days**, regardless of which day you are scheduled to present.

Reflective essay: You will write a paragraph for each of the Anthropology Department's seven goals (see p. 1 of this syllabus) in which you will: a) explain your interpretation of the concept; b) apply it to a concrete example of your learning experience in the Anthropology Department – do you think you have made reasonable progress toward this goal? As you write this essay, please reflect on your entire undergraduate career in anthropology, with your senior project as the culminating experience. This reflective essay is due **Friday, April 29**. 10% per day will be deducted for late essays. Please note that while the essay is only a small portion of your grade, it is important and *I will not assign you a grade for the semester until you have submitted it*.

Final course grades: 100-90% = A, 89-80% = B, 79-70% = C, 69-60% = D, <60% = F.

Course policies: Students with disabilities will be happily accommodated, but you must present me with your ID card from Disability Support Services.

Cheating and plagiarism will not be tolerated. As stated in the Student Academic Code, acts of academic misconduct will result in a failing grade for the assignment, a failing grade for the course, and/or a recommendation of disciplinary action.

Classroom behavior: Punctuality is preferred, but I would rather you came late to scheduled meetings than not at all. If you arrive late, please seat yourself quietly. Participating in group discussions is great, but please refrain from unnecessary private conversations. Please turn off your cell phones during our meetings and especially during the oral presentations!

Mandatory class meeting dates & topics:

Deadlines:

January 14	Titles & abstracts	April 1	Paper due
January 21	Program review survey	April 15-16	Oral presentations
February 11	Progress reports	April 29	Revised papers & reflective essays due
March 4	Tips for oral presentations		
March 18	Ethics		
April 14/15?	Practice oral presentations		
April 18	Proficiency Profile		

I expect you to come see me in between class meeting dates if you need help!

I expect you to email me once a week (Fridays) to tell me what you're doing!