

Ant 6303 Seminar in Research Design and Proposal Writing
Tue, 9:00-11:45 am, MH 3.02.52

Dr. Robert Hard

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MH 4.04:32 Office hrs: Tuesday 11:15 to 12:15; Thur 11:45 to 12:30 and by appointment (Call me on my office phone or email me. I will be available during office hours).

Text books: I encourage you to purchase a copy of Locke et al. 2007 or 2013. *Proposals that Work* (see bib at end of syllabus for complete citation). I will provide a few of the pdfs of the chapters required.

This goal of this course is to give you the opportunity to develop the skills to write research proposals and is an opportunity to explore your potential dissertation or thesis projects. You will have the opportunity to enhance your skills in developing effective research questions, designing a program of research, and constructing compelling proposals. We will pursue these goals through a joint process where students will read and discuss their projects and contribute to the development of each others proposals. This means you will need to be presenting your ideas and work and be giving and receiving constructive criticism.

Guest Lectures: Mike Cepek, others?

Proposals are fundamentally about bridging ideas between data, method, and theory in realistic ways that are likely to result in the development of new knowledge. While they are inherently specific and detailed the overall structure and content of excellent proposals have common elements. It is these common elements that we plan to focus on. This is a demanding class with the goal of producing a proposal that is worthy of NSF funding.

The intent of this class is not to focus on method and theory of each subdiscipline as students are assumed to have already obtained a working knowledge of these areas. If you do not feel that you have, you should meet with me individually. The intent of the course is to give you experience in assembling compelling proposals that address theory and method, as well as plans for obtaining data that address your problem.

This class is not a replacement for the required semester credit hours of Ant 7003, Dissertation Proposal, nor is the final product expected to be your formal doctoral dissertation proposal or the necessary direction of your MA research. These will be developed under the direct supervision of your major professor and your thesis committee. However, it is to your advantage to have the research design you develop in this class focus on topics similar to those that you may develop for your thesis or dissertation work. It would also be wise to stay in touch with your advisor while you are preparing the proposal for this class. The goal is to make this class as productive for you as possible.

For M.A. students, our program requires a formal proposal although our MA format is does not necessarily follow that of an NSF proposal. The NSF proposal format is contains all the elements needed that of the UTSA MA proposal format.

Grading

Weekly assignments, review, comments, class Participation	20% of grade
Core elements – Draft (Intro, Lit, Hypo, Methods)	20%
Final proposals	40%
Final presentations	20%

Participation will be based upon mandatory attendance, contributions to class discussions, routine assignments and constructive input to other students' proposals.

I am available to meet with you as needed during the course of the semester. However, you are required to meet with me at least once during the semester to discuss your proposal. This meeting needs to occur before Feb 27 (this is part of class participation grade).

All assignments will be turned in electronically via BB, unless otherwise indicated. I may modify this policy.

Percentage of Course Points	Final Letter Grade	Grade Points
97-100%	A+	4.00
93-96%	A	4.00
90-92%	A-	3.67
87-89%	B+	3.33
83-86%	B	3.00
80-82%	B-	2.67
77-79%	C+	2.33
73-76%	C	2.00
70-72%	C-	1.67
67-69%	D+	1.33
63-66%	D	1.00
60-62%	D-	0.67
<60%	F	0.00

Assignments listed on syllabus are to be submitted on BB by **Tuesday, 9 pm** prior to Thursday's class in order to give other members of the class to offer peer review on your material. All members are responsible for reading all assignments within your group and providing written comments. Typically the best format to use is the Word Review Comment function. **The written comments are to be submitted by midnight Wednesday** prior to class on Thursday. Submit comments as responses via BB discussion tool. Groups will meet virtually every class period and discuss assignments. Generally the group discussions should last about an hour to an hour and a half making sure time is divided equally.

Late Assignments: The following will be used to calculate penalties on late assignments, however "better late than never" does apply. Day 1: 5 point penalty, Day 2-7: 2 points per day; Day 3-n: 1 point per day. No assignments will be accepted after May 5.

University Policy on Scholastic Dishonesty: Students are expected to maintain the highest standards of integrity with respect to academic activities and strive to avoid even the appearance of dishonesty. Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and dismissal from the University. I take these issues very seriously.

- A. "Scholastic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an exam for another person, any act designed to give an unfair advantage to a student or the attempt to commit such acts" (such as, but not limited to, submission of essentially the same written assignment for two courses without the prior permission of the instructor, providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment), or the attempt to commit such an act. "Cheating" is any form of dishonesty where a student attempts to give the appearance of a level of knowledge or skill that the student has not obtained. "Plagiarism" is a form of academic dishonesty and intellectual theft that violates long-held and widely recognized principles of academic integrity including, but not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the submission of said work as one's own academic work offered for credit.:
(<http://www.utsa.edu/infoguide/appendices/b.html>.)

For this class all written work must be in your own words. All sources used must be properly attributed. Use of direct quotations should be minimized.

University Honor Code: www.utsa.edu/about/creed/honorcode.html

The Roadrunner Creed: <http://www.utsa.edu/about/creed/>

Classroom Behavior: It is expected that all students will maintain an attitude of respect and courtesy toward others.

Office of Disability Services: Students with documented disabilities have access to an array of support services through the (MS 2.03.18; 458-4157; www.utsa.edu/disability).

Wk-Date	Topics	Guest	Assignment Complete before class date	Assign. Readings Complete by class date
Wk 1-Jan 21	Class organization, Blackboard, The elements of research design. Inventories. productive comments.		Student info RJH places students in groups.	
Wk 2-Jan 28	Class: research design, NSF proposals & Introduction,		Write Proposal inventories Write Peer Review of Hard and Roney 2002	https://plos.org/resource/how-to-write-a-peer-review/ www.nsf.gov (look over, search doctoral dissertation improvement grants, for Biological, Cultural, Archaeology). Locke et al. 2007 Preface & Ch 1 & 3 Silverman 1991 Read one of posted proposals posted. MA students read MA proposal
Wk 3-Feb 4	Class discusses Introductions Presentation on bibliographic software, including Endnote.			TBA

Wk 4-Feb 11	Class effective lit reviews, theoretical frameworks Group: Introduction	working with advisor	Introduction	TBA
Wk 5-Feb 18	Class literature reviews, history of research Group: Study area context		Background: Study area/species, context	TBA
Wk 6-Feb 25	No class –work on Lit review			TBA
Wk 7-Mar 4	Class: Lit Reviews Groups: Background Literature.		Literature background sections on research, theory	TBA
Spring Break Mar 8 - 12				
Wk 8-Mar 16	Class: Methods Groups: Hypotheses, etc.		Hypotheses/research problems/model.	TBA
Wk 9-Mar 25	Groups: Methods & Data Analysis Class Analysis Class: Core elements ethics, epistemology Internal Review Board (IRB)		Methods & Data Analysis.	Proposals TBA,
Wk 10-Apr 1	Class: Project Significance Groups: Core elements		Core elements combined. (Intro, Lit, Hypoth, Methods & Analysis to class.) & Submit for grading	
Wk 11-Apr 8	Class: Project Summary Groups: Project significance		Project significance, (intellectual merit, broader impacts). Read & comment.	

Wk 12-Apr 15	Work on proposals no class			Locke et al Ch 7
Wk 13-Apr 16	Class: Budgets Groups: Summary		Project Summary Read & comment.	
Wk 14-Apr 22	Class presentations (6) Groups: Budget		Budget, Budget justification, Schedule	
Wk15-Apr 29 Last Class	Class presentations (2) Group: Final Proposal		Final proposal to groups.	
May 5	Study Day		Final proposal to me May 5	
Wk 16. May 6-12	Final Exams			NO FINAL EXAM

* You may want to consider purchasing Locke et al. 2007 and Pelto and Pelto 1999.

Some Sources

Altmann, Jeanne

1974 Observational Study of Behavior: Sampling Methods. *Behaviour* 49:227-266.

Bernard, H. Russell

2006 *Research Methods in Anthropology: Qualitative and Quantitative Approaches*.
Altamira Press, Lanham, Maryland.

Locke, Lawrence F., Waneen Wyrick Spirduso and Stephen J. Silverman

2007 *Proposals That Work: A Guide for Planning Dissertations and Grant Proposals*.
5th ed. Sage Publications, Newbury Park, California.

Maschner, Herbert D. G.

2005 Introduction. In *Archaeological Methods*, edited by Herbert D. G. Maschner and
Christopher Chippindale, pp. 1-39, 1. 2 vols. Altamira Press, Lanham, Maryland.

Pelto, Pertti J. and Gretel H. Pelto

1999 *Anthropological Research: The Structure of Inquiry*. 2nd ed. Cambridge
University Press, New York.

Ray, Elsworth

2007 Research Questions. In *Primates in Perspective*, edited by Christina J. Campbell,
Agustin Fuentes, Katherine C. MacKinnon, Melissa Panger and Simon K.
Bearder, pp. 346-355. Oxford University Press, New York.

Redman, Charles L.

1987 Surface Collection, Sampling, and Research Design: A Retrospective. *American
Antiquity* 52:249-265.

Shafer, Harry J.

1997 Research Design and Sampling Techniques. In *Field Methods in Archaeology*,
edited by Thomas H. Hester, Harry J. Shafer and Kenneth L. Feder, pp. 21-40. 7th
ed. McGraw-Hill, Boston.

Silverman, Sydel

1991 Writing Grant Proposals for Anthropological Research. *Current Anthropology*
32:485-489.

Thomas, David H. and Robert L. Kelly

2006 *Archaeology*. Thomson Wadsworth, Belmont, California.