


Anthropology Capstone Workbook

**A pre-course workbook for
AN315 Senior Seminar in Anthropology
Block 5 Spring 2024**

(Counts toward your final grade in AN 315)

Revised 17 April 2023

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Preface

Developing a capstone project is both exciting and daunting. The process of creating a capstone is meant to provide you with a culminating academic experience in anthropology that will allow you to dive into an area of anthropology that is particularly interesting to you. However, deciding on a research topic, designing a solid project, analyzing data, and communicating your findings all present their own challenges. This pre-course workbook is meant to guide you through the initial stages of the process. It is recommended that you use it alongside of conversations with your capstone project advisor. Many of the exercises should be useful in helping you organize your thoughts prior to meetings with your advisor and can lead to more productive and efficient discussions.



Acknowledgements: The Department of Anthropology would like to thank the Colket Center and the Writing Center, especially Dr. Traci Freeman, Dr. Kat Bell and Roy Jo Sartin (M.A.) for their help in the development of this workbook and the AN 315 course, and for providing excellent assistance to anthropology capstone paper writers.

Step 1: Which Capstone Project Format Is Right For You?

(Suggested timeline: work on this in blocks 6 and 7 of junior year)

Types of Capstone

Students may choose to develop a traditional thesis, a longer academic paper that develops an academic argument based on the analysis and presentation of evidence (35 to 50 pages in length). Students may also choose to pursue project options that fall outside of a traditional thesis paper format. Examples include a museum exhibition, film, or applied project accompanied by a shorter academic paper. The appropriate project type should be chosen in consultation with your faculty advisors. Regardless of project type, all students should follow the general guidelines outlined in the following pages.

Questions to consider as you select a capstone path:

1. What are my goals for my senior year at CC? _____

2. What are my goals for the first few years after CC? Do they include graduate school? _____

3. What academic and non-academic time commitments do I anticipate in my senior year? _____

4. What special skills or training do I have that would I like to draw from for my capstone project? _____

5. Given the above and in consultation with my academic advisor, I elect to pursue the following

capstone type _____

Step 2: Finding Your Topic

(Suggested timeline: work on this in blocks 6 and 7 of junior year)

Read through Appendix One- "Thesis writing basics: choosing an undergraduate thesis topic," located at the back of this pre-course workbook and chapters 3 - 5 in *The Craft of Research*. Brainstorm your topic using the following prompts (the following is developed by Kat Bell in our excellent Writing Center!).

1. Brainstorm potential topics for your capstone project, based on your personal interests. What topics or questions are you most interested in from class? What has sparked a passion/curiosity for you?



2. Narrow those topics to 2 - 3 that encompass what you're MOST interested in pursuing and discussing with your potential capstone project advisor(s).



3. Reflect on your potential topics.

Potential Topic 1:

Potential Topic 1:

- What is interesting about this topic, in general?
- How did I become aware of this topic?
- Why does this topic interest me?
- Who else cares about this topic? Who else has written about this topic?
- Why should people care about this topic?

Potential Topic 2:

- What is interesting about this topic, in general?
- How did I become aware of this topic?
- Why does this topic interest me?
- Who else cares about this topic? Who else has written about this topic?
- Why should people care about this topic?

Potential Topic 3:

- What is interesting about this topic, in general?
- How did I become aware of this topic?

- Why does this topic interest me?
- Who else cares about this topic? Who else has written about this topic?
- Why should people care about this topic?



More Ideas and information from the writing center:

What makes a “good” thesis?

- ✓ Originality
 - What’s new about my study?
 - What gives this a fresh perspective?
- ✓ Relevance
 - How does this fit the discipline?
 - How am I adding to the field?
- ✓ Feasibility
 - What’s the scope of my study?
 - What kind of time do I have?
- ✓ Ethics
 - What are the standards governing my research?
 - What might be at risk in my research?
- ✓ Passion
 - What do I enjoy studying?
 - Where do I want to go with this work?

Remember, you’ll be working with this topic for some time. The more invested you are, the happier you’ll be with the work you’re doing.

Savage Chickens

by Doug Savage



The chicken is not writing a good thesis. Don't be like the chicken.

CC has sample capstone papers online? What!?!

To get to the online capstone papers, select this link to reach digitalCC <https://www.coloradocollege.edu/library/research/digitalcc.html>. The library is in the process of migrating to a new platform. Most capstones are likely still in the “ old digitalCC”. Search on “Anthropology” in the “Subject” Menu and/or ask a librarian for help.

Step 3: Identifying Potential Capstone Advisors

(Suggested timeline: work on this in block 7 of junior year in consultation with your academic advisor)

Read Appendix Two- “Thesis writing: the basics” paying special attention to step three and the recommendations for considering who might make a great advisor for your capstone project.

1. Given their research expertise, which of the anthropology faculty might be a good fit for advising your capstone research topics?

Topic 1: _____

Topic 2: _____

Topic 3: _____

2. Next, factor in other considerations. Maybe some faculty will be on sabbatical during the upcoming academic year, others have a communication style that is similar to yours, or you have worked successfully with certain faculty on past projects.

Rank the faculty in terms of their appropriateness for advising your possible capstone topics:

1. _____

2. _____

3. _____

4. _____

5. _____

Schedule an appointment to discuss your research topics with the advisor that you identified as being the most appropriate. Bring your 2 – 3 research topics to that meeting and discuss your ideas. If it doesn't seem like a good advising "fit," schedule meetings with the next faculty member on your list. Even if a faculty member may seem like an excellent choice for your project from your perspective, be prepared that you may be assigned another advisor as the department may need to adjust capstone advising workloads based on other constraints.

3. Finally, decide on the topic that you want to work with and the specific question that you want to answer:

Step 4: Writing A Proposal

(Suggested timeline: work on this in block 7 of junior year)

Mandatory Proposal Deadline: Noon on 1st Monday of Block 8 in your junior year. Successful completion of your research proposal and accompanying pre-course workbook materials will count toward your grade in AN 315.

The proposal will include: 1) Submission of completed pre-course workbook p. 4 - 14 to AN 315 professor.
AND you will submit the following to the department:

- 2) Brief statement (300 word maximum) summarizing your proposed research project that includes a statement of the research problem, your research question(s) and/or hypothesis, and overall significance of the project
- 3) Brief literature review (approximately 2 pages) that summarizes previous research on the topic and states how your project will expand on this research.
- 4) Evidence of adequate preparation for the research (coursework, etc.).
- 5) Your research design including a timeline to complete the capstone work.
- 6) References formatted to follow the Style Guide of a major journal in your sub-discipline. Consult with your capstone advisor on which Style Guide you should follow.
- 7) A detailed estimated budget with justification for each item, if you are requesting funding. Please do not limit yourself to asking for funds for the “big ticket” items. Consider requesting funds to purchase gifts for key informants, funds for fuel for local travel costs, etc. Be thorough.
- 8) Affirmation that IRB proposals (human subjects) or IACUC (animal subjects) proposals have been submitted, or dates that the appropriate proposal will be submitted prior to beginning research.
- 9) List of top two advisors (1 = first choice, 2 = next best choice) with whom you would like to work on this project.

Please note that your research topic can change (this can happen to any researcher!). Changes to your capstone project after submission of your proposal (e.g. change in research methods, shift in research site) should be approved by your capstone advisor(s). Keep in contact with your capstone advisor(s) as your project develops and rely on your advisor as a resource when making decisions about changes or new directions in your capstone research.

So how do you organize your thoughts and begin developing your proposal....?

Introduction / Mini Literature Review	
What's your topic? (be as specific as possible)	
What does the current research say about your topic?	
What gaps are present in the research?	
Which, if any, prior studies guide your particular project?	

Purpose/Significance	
What specific gaps in the research will your study fill? (develop with synthesized information)	

<p>Why is your research/methodology/potential outcomes important to anthropology and other relevant fields of study?</p>	
<p>Research Problem</p>	
<p>What are your research questions?</p>	
<p>Do you have expected/anticipated results (i.e., a hypothesis that will be tested through your research or research propositions)? If so, what are your expected/anticipated results?</p>	

<p>Methods</p>	
<p>What is your methodology for collecting and analyzing data?</p>	
<p>What materials will you need? How much will they cost? If you need equipment, can any of this equipment be borrowed?</p>	

Why is your methodology valid?	
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Step 5: Long-term Planning and Logistics

(Suggested timeline: work on this in block 7 during pre-registration advising and throughout blocks 7 and 8 of your junior year)

Once the department has reviewed your proposal, you will receive notification regarding approval of your project, status of funding requests, and notifications regarding capstone advising. Other considerations that you need to work on include thinking about other funding opportunities, ethical research, and scheduling.

Concurrent with writing your proposal:

- 1) If funding is needed for your project, apply for Venture grant or other funds. Submission of Venture grant application may be required before the department will fund your research. Also, you may need to submit applications in multiple funding cycles in order to receive Venture funds. Start applying early!
- 2) Begin thinking about how to do your research ethically and apply for IRB and/or IACUC approval. Application directions and other resources available online by searching for “IRB” or “IACUC” from the CC webpage to find relevant links. IRB and IACUC staff are excellent resources for helping you do your research to the highest ethical standards, so contact their staff to discuss your project.
- 3) Develop a plan for completing your capstone. Breaking the process into “bite-size chunks” helps you make progress and avoid feeling overwhelmed. Mix and match from the strategies presented in Table 1 below.

Table 1. Suggestions for thesis scheduling based on what has worked for different students in the past.

	Summer before senior year	AN 400 in fall semester	Thesis adjunct offered by writing center in fall of senior year	AN 315	AN 400 in spring semester	Thesis writing half-block or adjunct offered in spring of senior year
Option 1	Collect data, identify professional conference to submit	Analyze data, begin drafting methods and/or lit review		Revise methods and lit review, draft results/discussion	Revise thesis	
Option 2	Collect data	Analyze data	Draft methods and/or lit review	Revise methods and lit review, draft results/discussion		Revise thesis
Option 3	Collect and analyze data	Draft all sections		Revise all sections.		Final revisions
Option 4		Collect data, start analysis	Draft methods and/or lit review,	Revise methods and lit review, continue data	Revise thesis	

			continue data analysis.	analysis, draft results/discussion		
Option 5			Draft lit review/methods	Revise methods and lit review	Collect data, analyze, write results/discussion, revise	Analyze data, write results/discussion, revise

Use these scheduling suggestions in combination with planning discussions with your capstone advisor. Mix and match different strategies. Plans similar to option 5 are the least successful in producing a mature capstone project. Your planning should keep in mind the following departmental deadlines for capstone projects:

First Monday, Block 8

Submit capstone proposal by email to Suzanne Ridings by noon on the first Monday of Block 8.

In addition to holding several workshops, peer reviews, and writing retreats during AN 315 which will allow you to work on your capstone project, remember that you can take up to two blocks of AN 400 for Anthropology major credit. Many students have used the AN 400 blocks or thesis adjuncts and half-blocks to give themselves time for capstone project work.

In consultation with your advisor, outline your plan for capstone project work below:

Table 2: My plan for capstone research

Summer before senior year	AN 400 in fall semester	Thesis adjunct offered by writing center in fall of senior year	AN 315	AN 400 in spring semester	Thesis writing half-block or adjunct offered in senior year
			Revise or Draft (Circle what you will revise, underline what you will draft): Introduction, Literature Review, Methods, Results, Discussion		

Step 6: Meetings with your Capstone Advisor

If you're conducting research during the summer between your Junior and Senior years, meet with your capstone advisor before you begin your summer research. Don't forget your IRB/IACUC approval!

Meet with your capstone advisor during Block 1 of your senior year. Update them on your capstone progress and see if they have suggestions.

Typically, capstone advisees meet with their advisees one time a block through their senior year. It's your job to schedule these meeting and come prepared with an agenda!

In addition to working on drafts of your capstone project paper in AN 315, you may also begin drafting a capstone project poster or presentation that will be presented to the Anthropology Department in block 8. You are also encouraged to present the results of your research at the Colorado Springs Undergraduate Research Forum (CSURF) which is normally held during block 7.

Keep an eye out for additional presentation opportunities that will enhance your professional development and improve your chances of getting into a top graduate program. Professional organizations such as the American Association of Physical Anthropologists, the Society for American Archaeology, and the Society for Applied Anthropology typically hold meetings late in the spring and you may be able to present your research at these conferences. Search their websites for dates and locations of upcoming meetings. Some of these organizations have a late winter submission process for seniors completing their capstone projects.

Step 7: Organizing Notes and Resources

As you begin locating previous research that has been done on your topic, you will start to accumulate many useful sources. In addition to reviewing chapter 6 in *The Craft of Research*, some additional ideas for keeping track of your information:

Managing hard copies of material:

- In block 6 or early block 7 of your junior year, you will attend a required meeting in which you will discuss the capstone process. You will receive some organizational resources, including a binder that can be useful for managing capstone project-specific resources.

Managing online material:

- Sign up for a Refworks account through the library homepage. Refworks allows you to create virtual folders in your account and you can store .pdfs of journal articles in folders that are organized by topic. Refworks can also be a useful tool for creating your final bibliography.
- Zotero plugin available at zotero.org is free and also allows you to create folders where you can store links to research articles and include notes on those articles.

Note-taking

- Develop an annotated bibliography. After reading each article, book chapter, etc., put your notes on that resource into one annotated bibliography. This file can be useful to help you locate key sources or information later. Sample formats for an annotated bibliography can be found at:

Purdue OWL annotated bib: <https://owl.english.purdue.edu/owl/resource/614/03/>

Cornell Library: <http://guides.library.cornell.edu/annotatedbibliography>

- Alternative strategies for note-taking include using colored index cards to take notes in a thematic fashion. For example, you can take notes that relate to theme A on purple notecards, theme B on yellow notecards,

etc. The notecards can then be grouped together, laid out in an outline, taped to a wall, etc. in a way that will help you visualize how you might build an argument.

Effective Note Taking

- Keep your topic, thesis statement and audience in mind at all times. Do not take notes on information that does not relate to your topic.
- Write as you read.
 - This is an interactive process, so record anything you feel is relevant to your topic.
 - You will be able to remove notes at a later time as you begin to narrow your focus.
- Put ideas and information into your own words, in the form of summaries.
 - The best way to accomplish this is to read a passage, close or put the source away, think about what you have read and summarize it.
- Be accurate. Make sure to copy a direct quotation word for word with capitalization, spelling, and punctuation as precisely as the original. Be sure that every quotation begins and ends with quotation marks.
- Double check references. Make sure when you create a new note card, you've selected it from the proper source so it is properly tagged.

Step 8: Creating the Structure of your Capstone Paper

Structure will vary based on the research question, subfield, and needs of the project to communicate results effectively to an audience. The sections below often comprise the structure of a research paper, but the way you implement this structure may vary (in consultation with your advisor). At the minimum, a Senior Capstone must include the following sections:

Title Page
Abstract
Honor Pledge
Table of Contents
References Cited

We recommend the following sections below and format, although section headings may change and subsections may be added as appropriate to the capstone topic:

Title Page (separate page)
Abstract (separate page)
Honor Pledge (separate page)
Table of Contents (separate page)
Table of Figures, Table of Graphs, etc.
Acknowledgements (separate page)
Introduction
Literature Review
Research Design or Methodology
Results
Discussion
Conclusion
Endnotes

References Cited (separate section)

Appendices (separate section)

Navigation Pane – Outline Tool

The [“Navigation Pane of Microsoft Word](#) or [Outline Tool of Google Docs](#) is also **very** helpful for managing the structure of your writing and navigating a long document. It also helps with the non-linear way that most of us write (e.g., not starting at the Introduction but beginning with working with your data). Creating a Navigation Pane/Outline for your capstone is strongly recommended. You can create as many headings as you need to remind you of the many details necessary to tell a reader so that they can understand your study. You can always reduce the number of headings once you’ve completed a draft of your paper. There is no better way to create structure within your paper than using one of these tools. If you are limiting the structure to only the “big” sections (e.g., Introduction, Literature Review, Methods, etc), you’re not taking full advantage of the power of this process to write your capstone. For example, most Introductions benefit from a paragraph stating/describing your research question, why the question and/or study is important, and who the intended audience is. Add these to your Navigation Pane or Outline to remind you that a capstone and an audience that can understand your work is built one paragraph at a time.

Step 9: Drafting an Introduction

The introduction sets the stage and introduces the reader to your topic. For those of you writing capstone papers in the natural science tradition (e.g. biological anthropology, archaeology), the introduction is similar to an abstract. See also chapter 16 in *The Craft of Research*.

Components to include as you draft your introduction:

- What is the context of the study, within my field? What is the problem/issue I’ll be addressing?
- What makes this a timely undertaking of the study? What prompts it at this moment in time and makes it relevant beyond being a question at hand?
- What is the overall purpose of the study? What does it add to the field at large? How does it fit into/extend/contradict current trends in research/answer an existing question?
- What are my research questions?
- What, if any, are my predictions or hypotheses relating to those questions?
- In a nutshell, what methods did I use to explore these questions?
- What is the thesis / academic argument for the project? (If you haven’t finished analyzing your data and synthesizing it with the literature in the field, don’t worry about this yet.



Step 10: Drafting a Literature Review

A literature review (or Background) section is where you make connections to and gain inspiration from past and similar research. This is how knowledge is created – beginning with what is known to make progress on revealing the unknown. In this section you will identify anthropological (or similar) theory that helps you and your readers better understand your research question and results. The new understanding of the phenomenon you will be seeking to understand can and should be enriched by the theory and/or previous studies you rely on. These sources are shared with readers in your Literature Review section. See also chapters 12 and 13 in *The Craft of Research*.

A general guideline of what to include in your literature review:

- Introduction
 - Reiterate purpose
 - Preview trends/organization of literature review section
- What are my general topics?
 - What contextual information does my audience need to know?
 - How has this been studied before? What have those authors found?
 - What theory am I drawing from?
 - What gaps in the literature are present?
- Conclusion
 - How does the literature relate to/inform my study?

The literature review section of your thesis is NOT a glorified annotated bibliography. For example, if your draft of the literature review follows the format of paragraph one = discussion of one author's work, paragraph two = discussion of another author's work, etc. then you are not doing it correctly. Instead, envision all of your

authors and sources at a dinner table having a conversation with each other. Pick a theme for each paragraph or subsection. Have the authors converse about that theme.

My thesis is written in



Step 11: Drafting a Methods Section

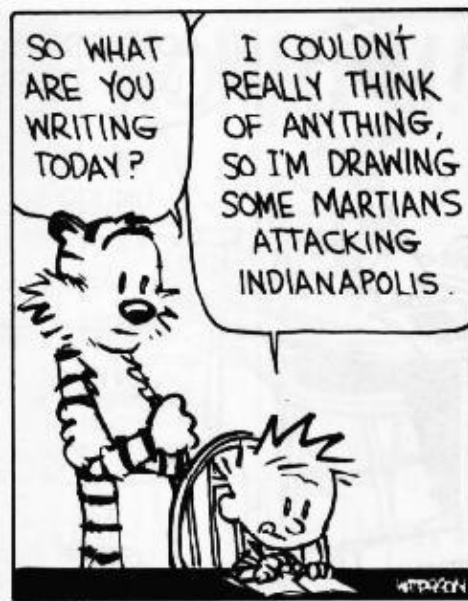
- Introduction
 - o In general, what methods and instruments am I using for this study?
 - o How and why are those choices appropriate for the study?
- IRB/IACUC/Instruments
 - o What permissions did I get?
 - o How, if at all, did those permissions impact my participant selection?
- Participants
 - o Who was included in the study?
 - o How were they recruited?
 - o Who was excluded & why?
- Data collection
 - o What was the context/setting for data collection? (online, in-person interviews at a college, phone interviews from the convenience of the participants' homes, etc.)
 - If there were variations, why?
 - o What methods of data collection did I use?

- Why did I choose to collect data in this way? What makes this appropriate for the study?
- What theory/other studies guide my data collection?
- Data analysis
 - How did I analyze the data I collected?
 - Consider frameworks
 - Consider quantitative v. qualitative analytic methods
 - What theory/other studies guide my analysis?
- What was my role as the researcher?
 - Is there any bias?
 - How did I remain objective/choose to participate?
- What are the limitations of the methodology?

Step 12: Analyzing your Data and Drafting Results and Discussion.

In biological anthropology and archaeology, these are separate sections. In cultural anthropology, these are often combined. Check with your advisor regarding their discipline-specific guidelines. Also see chapter 15 in *The Craft of Research* to begin thinking about how to visually represent your data.

- Introduction
- If you have quantitative data, what do your raw results point to?
 - Figures/charts help readers understand what you have found
 - Remember to explain the figures/charts & why that information is important to the study. Look at figures in the Style Guide of a journal that publishes work similar to yours (you capstone advisor can help you identify an appropriate journal).
- What, specifically, do your results mean? How can they be interpreted?
- What are my takeaways from this study? How do my results answer my research questions and/or address my hypotheses?
 - Get to the 'so what' – why is each takeaway significant to the study and to the field?
- What are the implications of this study on a larger scale?



Notes on Capstone Contents

Abstract

The abstract immediately follows the title page, but is not paginated. It should be a concise (250-word maximum) summary of your argument, single spaced. No citations should be included in your abstract.

Honor Pledge

Following the abstract, the Colorado College Honor Code must be typed out and signed by the author. *On my honor, I have neither given, nor received, any unauthorized aid on this project. Honor Code Upheld.*

Endnotes and Footnotes

Consult your advisor on the type of notes you should use in your capstone. Footnotes must be placed at the bottom of the typed page on which the footnoted materials appear. Endnotes are placed at the end of the paper and are not included in the page count. Please keep notes to a minimum. Use of notes is appropriate when a content note or a notice of permission granted may be called for. This makes the manuscript easier to read and verify.

In-Text Citations

In-text citations include the author's name, date of publication, and page numbers (when providing a direct quotation). In-text citations are given in parentheses within the running text or at the end of block quotations, and keyed to a list of References Cited which is listed at the end of the paper.

References Cited

This is NOT a bibliography. It should be single spaced for each entry and double-spaced between entries. Entries are listed alphabetically by the author's last name, and chronologically when there is more than one work by the same author. Discuss the Style Guide appropriate for your capstone with your advisor.

Graphics, Figures, Illustrations, and Tables

All figures, photos, illustrations, and maps should be labeled as "Figure (number)" with consecutive

numbering. Tables should similarly be numbered consecutively, but should be labeled as “Table (number)” with their numbers progressing separately from the figure numbers. Each figure or table must be referenced at least once within the text of the capstone. The figure or table should be placed immediately following the paragraph in which it is first referenced or in an appendix. A caption must be provided in the same font type and size as the main text for each figure and table. If a figure or table has been taken from someone else’s work, it must be cited in the caption, with a full citation in the References Cited Section.

Margins, Line Spacing, and Fonts

Your Senior Capstone should be printed with a 12-point font. Text must be doubled spaced. Indent first line of paragraphs 1 tab stop (½ inch). Footnotes must be single spaced. Long, quoted passages five or more lines should be single spaced and indented one tab stop (½ inch); do not use quotation marks for block quotes.

The left margin must be 1-1/2 inches (to allow for binding); the right, top and bottom margins must be one inch. Do not include pagination in the inch margin - nothing should be within this inch margin. A ragged right margin is preferable to a right justified margin.

Submission Process

A complete draft of your paper is due on **Friday at 12:00 noon the first week of Block 6**. The final copy is due **Monday at 12:00 noon the second week of Block 7**. It is your responsibility to anticipate and avoid delays. Any Senior Capstone received after the specified due date may result in an “Incomplete” and a delay of graduation.

The final copy of your Senior Capstone is to be submitted to your Senior Capstone advisor(s) and a digital copy sent to the Anthropology Department academic administrative assistant. Once approved by your advisor, submit your capstone to the library as a digital file must also be submitted to the Tutt Library via <https://coloradocollege.libguides.com/digitalCC>. If you want a personal copy, submit a hardcopy to the Tutt Library with \$25 as per the Tutt Library website <https://coloradocollege.libguides.com/c.php?g=849561&p=6077904>. If others who have helped during research, (e.g., faculty advisor/s, informants, other libraries, government agencies, etc....) have requested a copy of your Senior Capstone Project, it is your responsibility to supply such copies.

Submit to your advisors a clean electronic copy of the final version of your capstone, on a date as agreed to with your advisor.

Final Notes: Goal Setting!

This should be done throughout the process.

During any summer work and thesis blocks, you are encouraged to set both daily and long-term goals. Be realistic! For example, don’t plan to do work during a weekend you are traveling for a family event. However, you might want to give yourself a deadline (e.g. # of survey responses analyzed or adding 10 sources to the annotated bibliography) before you travel for that visit.

Below is a sample section from a daily goal-setting sheet for a thesis block:

1 Oct. Monday morning	Monday afternoon	Reflection on Accomplishments
-----------------------	------------------	-------------------------------

2 Oct. Tuesday morning	Tuesday afternoon	Reflection on Accomplishments
3 Oct. Wednesday morning	Wednesday afternoon	Reflection on Accomplishments

Requested Title Page for Capstone

Title

A SENIOR CAPSTONE PROJECT
Presented to
The Department of Anthropology
The Colorado College

By
Author's Name
Year

Approved: _____
Date: _____

Capstone Page Limitations

Capstones are typically 35 – 50 (note that those looking for publication may need to edit down to fewer pages) pages of running text, not including title pages, references cited, and appendices. They should resemble tight, publishable journal articles, which are informed by and are conversant with the relevant literature. Page allotment extensions can occasionally be negotiated with an advisor.

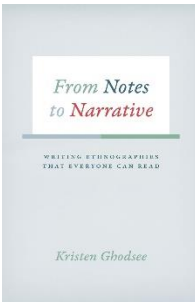
AN315 Senior Capstone Course

The AN315 curriculum is developed by the Anthropology Department in partnership with the CC Career Center. The course is taught by a member of the Anthropology Department Faculty on a rotating schedule. The course is usually scheduled for Block 5 each year. As a result of completing this course with high effort and engagement, you should be able to:

- 1) Complete a draft of your capstone project that you are proud of
- 2) Improve your writing skills.
- 3) Articulate how knowledge and skills learned at Colorado College and within the Anthropology major can prepare you to contribute to jobs within organizations you are interested in.
- 4) Feel more comfortable and prepared entering the job market or graduate school.

To produce a strong capstone, we strongly encourage you to complete your research and produce a draft of your capstone prior to the Block 5 AN315 course. Arriving in AN315 with a complete draft will provide you with more free time and less stress during your final CC semester.

The department will provide you with the two required books for the course. We encourage you to begin reading the books while you develop and begin writing your capstone paper, prior to AN315. We will discuss select chapters in each book during the course.

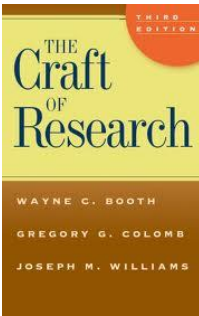


From Notes to Narrative: Writing Ethnographies that Everyone Can Read

By Kristen Ghodsee

Why this book?

Improving the quality of your writing is a central objective of AN315. Your ability to write clearly is an essential part of the promise of a liberal arts education. Your writing ability affects your potency-- your ability to make something happen. The advice presented in this book is applicable beyond ethnographic writing. The author also recommends many ethnographies as examples of what she is teaching in her book. Going to these ethnographies can help you with your writing and framing.



The Craft of Research

By: Wayne C. Booth,
Gregory G. Colomb,
Joseph M. Williams

Why this book?

We think we know more than we do about conducting research and presenting our results. Much is often assumed in your courses about what you know about research and little prepares you to take full responsibility for the entire process. This book fills gaps in our knowledge and provides a very helpful framework to scaffold our work. The book is an excellent companion to read while you are writing and revising your capstone research.

Anthropology Senior Capstone Project Paper RUBRIC

Criteria	Level 1	Level 2	Level 3	Level 4
Rationale	No clear rationale or a weak rationale for the project	Some rationale presented, begins to motivate the work	Provides and discusses a suitable rationale	Persuasive and creative rationale
Methodological Approach	Not clear what methods were used or why, or an inappropriate methodology	Methodology is generally appropriate and properly executed	Methodology clearly described and justified, well-chosen and appropriate, and well-executed	Creative and sophisticated methods
Analysis of data/evidence	Draws on little or no evidence, mostly relies on assertions or opinions, or evidence not clearly presented	Some appropriate use of evidence but makes few or simplistic connections, evidence is over- or under-interpreted	Good analysis, makes appropriate connections, evidence is interpreted reasonably	Fully exploits the richness of the data/evidence and new insights are provided in interpretation
Overall Scholarly Context	Does not demonstrate awareness of relevant scholarly literature, over-relies on too few sources	Demonstrates a reasonable awareness of the literature	Demonstrates broad awareness and situates capstone work within the relevant literature	Makes a contribution to the field, or identifies a new direction for investigation while situating capstone work within the relevant literature
Understanding and use of anthropological scholarship	Demonstrates little or no understanding of anthropological scholarship relevant to the research topic / question(s)	Demonstrates some understanding; may include misunderstandings or miss important elements of cited scholarship	Demonstrates solid understanding and use in the original analysis of phenomena under study	Provides fresh, new insights about connection between relevant anthropological scholarship and topic; situates topic contextually in an original way
Synthesizing of scholarly works and concepts	Does not appropriately cite anthropological scholarship and concepts	Cites appropriate scholarship and concepts but in a list-like fashion, with no or little synthesis	Appropriately cites and synthesizes concepts with good connections made to research topic	Synthesizes concepts in an original way, providing new insights and making contributions to the field

Criteria	Level 1	Level 2	Level 3	Level 4
Thesis Argument(s)	Weak, invalid or no argument; perhaps a simple assertion	Some arguments valid and well-supported, some not	Main argument(s) valid, systematic and well-supported	Argument(s) both well-supported and compared to related and conflicting scholarly arguments
Use of anthropological theory to support argument(s)	No or little reference to relevant anthropological theory in development of argument(s)	Some reference to anthropological theory but weak connections made to argument(s), may include misunderstandings or miss important elements of the cited theory	Good use of anthropological theory in the development of argument(s) with good connections made and solid understanding of cited theory	Strong use of theory to support original argument(s) and proposes new theory or new ways of approaching existing theories.
Organization of project paper/presentation	Poor organization: ideas do not flow logically from beginning to end, no narrative arc	Weak organization: some flow but it is inconsistent across the paper/presentation as a whole; some sections are better organized than others	Good organization: Flow and narrative arc are generally good, not interfering with "following the story"	Excellent organization: Flow and narrative arc are flawlessly smooth and contribute to development of thesis argument(s)