

Anthropology Honors Thesis Writing Seminar

Anth H191W



Spring 2019

Tues/Thurs
12:30-1:50pm

SBSG 3332

COURSE DESCRIPTION & OBJECTIVES

Welcome to the FOURTH and final quarter of the Anthropology Honors Program! The main goal of this course sequence is for you to produce original anthropological scholarship that contributes new ideas and perspectives to the field.

To that end, by the end of this course you will be able to:

- Critically engage with scholarly literature and define your own contributions;
- Apply ethnographic writing techniques to describe people, places, and events;
- Effectively communicate research findings in both written and oral forms.

We will work in close collaboration with your thesis advisor. You should plan to meet regularly with your advisor throughout the quarter to ensure that you are making adequate progress toward your thesis.

ABOUT THE HONORS PROGRAM

The Anthropology Honors Program offers an opportunity for outstanding students to pursue advanced, independent research and to earn Honors in Anthropology upon graduation. The program is open to all Anthropology majors with a grade point average of 3.3 or higher overall, with 3.5 in Anthropology courses. Applications to the Honors Program are due in February of a student's junior year. More information and copies of the application are available on the department website at <https://www.anthropology.uci.edu/undergrad/honors.php#honors>

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Office hours: Wed 10am-12pm
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Course Materials

All course materials can be accessed
through the website at:
<https://canvas.eee.uci.edu/courses/16940>



GRADING

This course is focused on the development of academic writing, and I encourage you to be open to experimenting, risk taking, and discovery. You will receive frequent feedback from the instructor, your peers, and your thesis advisor.

All assignments in this course will be graded on a satisfactory/unsatisfactory basis. To achieve a satisfactory score, assignments must:

- Be completed on time;
- Meet all specified requirements (including class activities & peer reviews).

Your final grade in the class will be determined by the instructor and through your own self-assessment.

RESOURCES

The following resources are RECOMMENDED:

Graff, Gerald and Cathy Birkenstein. 2017. *They Say, I Say: The Moves that Matter in Academic Writing*. 3rd edition.

Strunk, William and E.B. White. 2013. *The Elements of Style*. 5th edition.

Truss, Lynne. 2006. *Eats, Shoots & Leaves: The Zero Tolerance Approach to Punctuation*.

Narayan, Kirin. 2012. *Alive in the Writing: Crafting Ethnography in the Company of Chekhov*.

Van Maanen, John. 2011. *Tales of the Field: On Writing Ethnography*. 2nd ed.

COURSE REQUIREMENTS

1) Class Activities (15%)

This course will be conducted as a seminar workshop, and your attendance and active engagement are essential. A series of in-class exercises will guide you through the application of various writing techniques.

2) Thesis Steps (50%)

The main goal of this course is for you to produce an original, clearly argued, and polished Honors Thesis. You will turn in drafts of your thesis in several intermediary steps, including (but not limited to):

- a. Research design/methods sections;
- b. Preliminary literature review section;
- c. Ethnographic descriptions of people, places, and/or events;
- d. Full-ish first draft (with full results/analysis sections);
- e. Revised final draft.

3) Peer Reviews (15%)

This class will include extensive peer review and discussion of each student's work. You are expected to engage in close reading of your colleagues' work and to offer detailed, thoughtful feedback. You can expect to also receive such feedback from your colleagues.

4) Presentation (10%)

You will develop a professional presentation based on your research and deliver it to the class. For those of you who will be preparing for the UROP Symposium, this in-class presentation will be a good opportunity to practice and hear feedback. The Department of Anthropology has scheduled additional opportunities for you to present your work. More information will be available during the quarter.

5) Reflection Letter (10%)

This final assignment asks you to reflect on the work you have accomplished throughout the Honors Program and to discuss your development as a thinker, writer, and communicator.

ACADEMIC SUPPORT

Your Thesis Advisor

Participation in the Honors Program offers you the opportunity to work closely with an Anthropology faculty mentor. Your thesis advisor is the main person who will determine what constitutes a satisfactory research proposal and an adequate outline, and **your final thesis must be approved by your advisor for you to graduate with Honors.** You should plan to communicate with your advisor often about your research project and your progress in the program.

Library

The UCI Library is an excellent research resource and offers a helpful [online guide to Anthropology scholarship](#).

Writing Center

The [UCI Center for Excellence in Writing and Communication](#) offers in-person and online consultations for students at any stage of the writing process in any class.

ACCESS AND INCLUSION

I am committed to providing an inclusive learning environment and to giving every student the opportunity to succeed in this course. If at any point during the quarter you encounter an issue (physical, mental, familial, legal, etc.) that affects your ability to fully participate in the course, please do not hesitate to reach out to me so we may identify an appropriate solution. Please note that you are not required to disclose private or medical information. If you need any accommodations because of the impact of a disability, please also contact the UCI Disability Services Center at 949-824-7494 or <http://disability.uci.edu>.

ACADEMIC INTEGRITY

Learning, research, and scholarship depend upon an environment of academic integrity and honesty. This environment can be maintained only when all participants recognize the importance of upholding the highest ethical standards. Academic integrity is a requirement for passing this course and for graduating with Honors. All student work must be the work of the individual(s) receiving credit. Violations of academic integrity will be referred to the Office of Academic Integrity and Student Conduct and will receive no course credit. Please familiarize yourself with UCI's Academic Integrity Policy (<https://aisc.uci.edu/policies/academic-integrity/index.php>) and speak to the Professor if you have any questions about what is and is not acceptable in this course.

HEALTH AND SAFETY

Student Health Center

The [Student Health Center](#) offers a comprehensive outpatient clinic with services available to all registered UCI students.

Counseling Center

The [Counseling Center](#) offers mental health support services for free to all UCI students. Services include urgent care, consultation, and counseling.

UCI CARE

UCI [Campus Assault Resources & Education](#) offers free and confidential support services to those impacted by sexual assault and relationship abuse/violence.

BASIC NEEDS

Food Pantry

The UCI [food pantry](#) offers free food and toiletry supplies on a confidential honor system. There are no requirements to access the pantry.

Emergency Meal Swipe Program

UCI students may apply for 10-20 [emergency meal swipes](#) per quarter at the University Dining Commons.

Basic Needs Hub & Coordinator

If you have difficulty accessing sufficient food to eat everyday or lack a safe and stable place to live, please visit the [FRESH Basic Needs Hub](#) or contact the UCI Basic Needs Coordinator, Andrea Gutierrez, at andrea.g@uci.edu

COURSE SCHEDULE

TOPIC	DATE	BEFORE CLASS	DURING CLASS	ASSIGNMENTS
Week 1: Introduction to the Course	Tues, 4/2	N/A	Course overview Writer's autobiography	Make an appointment with your advisor
	Thurs, 4/4	Identify a piece of anthropological writing that has had a significant impact on you. Bring it to class and be prepared to discuss it.	Qualities of powerful ethnography	Draft: Research design and methods section
Week 2: Reviewing the Literature and Defining Your Own Contributions	Tues, 4/9	Read: Graff and Birkenstein. 2017. "They Say" and "Her Point Is." Pgs. 19-41 in <i>They Say, I Say: The Moves that Matter in Academic Writing</i> .	Entering a scholarly conversation Summarizing	
	Thurs, 4/11	Read: Graff and Birkenstein. 2017. "Yes/No/Okay, But" and "And Yet." Pgs. 55-77 in <i>They Say, I Say: The Moves that Matter in Academic Writing</i> .	Building on the work of others Avoiding plagiarism and using Chicago citation style	Draft: 3-5 pages of literature review
Week 3: Ethnographic Writing	Tues, 4/16	Read: Narayan, Kirin. 2012. "Place." Pg. 23-44, <i>Alive in the Writing</i> .	Telling stories Setting a scene	
	Thurs, 4/18	Read: Narayan, Kirin. 2012. "Person." Pg. 45-66, <i>Alive in the Writing</i> .	People and portraits Poetics and <i>antropoesía</i>	Draft: Ethnographic vignette following one exercise (your choice) from Narayan's chapters
Week 4: Style and Clarity	Tues, 4/23	Read: Williams and Bizup. 2014. "Cohesion and Coherence." Pgs. 66-79 in <i>Style: Lessons in Clarity and Grace</i> .	Cohesion and coherence Flow	
	Thurs, 4/25	Read: Williams and Bizup. 2014. "Concision." Pgs. 126- 142 in <i>Style: Lessons in Clarity and Grace</i> .	Clarity Eliminating wordiness	Draft: Revise and annotate ~1-2 pages of your previously-written work for style and clarity.

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TOPIC	DATE	BEFORE CLASS	DURING CLASS	ASSIGNMENTS
Week 5: Drafting	Tues, 4/30	N/A	Writing time Individual conferences (optional)	
	Thurs, 5/2	N/A	Writing time Individual conferences (optional)	Full-ish first draft: --Submit for Malinowski prize --Distribute to professor & classmates
Week 6: Workshopping	Tues, 5/7	Read: Students' drafts (to be assigned)	Peer review	Feedback to peers
	Thurs, 5/9	Read: Students' drafts (to be assigned)	Peer review	Feedback to peers
Monday, May 13: Full first draft of thesis to your advisor				
Week 7: Developing a Presentation	Tues, 5/14	Read: Edwards, Paul N. 2004. "How to Give an Academic Talk: Changing the Culture of Public Speaking in the Humanities."	Presentations (to be assigned)	Presentations
	Thurs, 5/16	Read: Miller and Trainor. 2008. "Creating Anthropology Conference Posters: A Guide for Beginners."	Presentations (to be assigned)	Presentations
Saturday, May 18: UROP Symposium				
Week 8: Revision and Editing	Tues, 5/21	Read: Bolker, Joan. 1998. "Revising: The Second Draft and Beyond." Pg. 116-126 in <i>Writing Your Dissertation in 15 Minutes a Day</i> .	Anthropology undergraduate research symposium	
	Tuesday, May 21: Anthropology undergraduate research symposium and awards ceremony			
	Thurs, 5/23	Read: Becker, Howard S. 2007. "Editing by Ear." Pg. 68-89 in <i>Writing for Social Scientists</i> .	Writing time Individual conferences (optional)	Final-ish draft --Distribute to professor and classmates

COURSE SCHEDULE

TOPIC	DATE	BEFORE CLASS	DURING CLASS	ASSIGNMENTS
Week 9: Workshopping	Tues, 5/28	Read: Students' drafts (to be assigned)	Peer review	Feedback to peers
	Thurs, 5/30	Read: Students' drafts (to be assigned)	Peer review	Feedback to peers
Week 10: Getting it Out There: Academic Journals and Beyond	Tues, 6/4	Boellstorff, Tom. 2011. "Submission and Acceptance: Where, Why, and How to Publish Your Article." <i>American Anthropologist</i> 113(3): 383-388.	Publishing in academic journals	
	Thurs, 6/6	Scott, DeWitt. 2015. "Op-Ed vs. Scholarly Journals: The case for publishing your ideas beyond the academic journal circuit." <i>Inside Higher Ed</i> .	Alternative publication venues Paper awards	Annotated list of 3-5 potential publication venues
Friday, June 7: Final draft of thesis to your advisor				
Final Exam	Mon, 6/10	Reflection letter due		

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