

***Anthro 736***  
***Archaeological Research Design***  
***McMaster University***  
***Fall 2008-Winter 2009***

***Instructor Information:*** Kostalena Michelaki, CNH 509, [michela@mcmaster.ca](mailto:michela@mcmaster.ca), x23913

***Course Information:*** Every other Tuesday, 11:00 am-2:20 pm, place to be arranged

***Course Textbook:*** Booth, W. C., G. G. Colomb, et al. (2003). The Craft of Research. Chicago, University of Chicago Press. There are also four additional articles photocopied in the Departmental Library in a document box entitled *Anthro 736 Archaeological Research Design*.

By the end of this academic year you will have to submit complete proposals of your MA or PhD research plans to your committees. Well before that you will submit proposals to OCGS and/or SSHRC to support your studies and research. Most importantly, for your own benefit, before you embark on your research you must plan carefully, systematically and thoroughly so that at the end of your efforts you can produce results that are significant and persuasive.

To choose a research problem, transform it into specific questions, select the appropriate data that will give you answers, the best methods to collect your data and the theoretical framework through which you will interpret your results is a long and challenging process that requires a lot of critical thinking, clear writing, peer support and ... time.

The goal of this class is to give you the time, the support and the critical context within which you will develop your research design and produce your research proposal.

**Course Format and Evaluation:** Our class will meet every two weeks throughout the whole academic year since critical thinking and good writing cannot happen fast. It is FUNDAMENTAL that you do not leave your work for this class for the night before!

When we meet on Tuesdays we will talk about your work in detail and set specific goals to achieve for the following week. You will work on your own proposal until next week's Friday. By 5 pm on Friday you will have to submit an electronic copy of your work. So, for example if our meeting is on Tuesday, September 30, by Friday September 26 you will have to work on your own material and by 5 pm that day e-mail it me.

**Grade %:**                      **Assignment**

50%:                                active participation in class and timely submission of work  
50%:                                the development and final form of your proposal

**Handing in Late Work:** We will work very closely in this class. The success of the course and of your proposal will depend on you being present and active in class and handing in your work in a timely manner. Unless you have a documented medical excuse, each delay in submitting your work will result in 3% off of your COURSE grade.

**Academic Dishonesty:** Academic dishonesty consists of misrepresentation by deception or by fraudulent means and can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: “Grade of F assigned for academic dishonesty”), and/or suspension or expulsion from the university.

It is your responsibility to understand what constitutes academic dishonesty. For information on the various kinds of academic dishonesty please refer to the Academic Integrity Policy, specifically Appendix 3, located at:

[http://www.mcmaster.ca/senate/academic/ac\\_integrity.htm](http://www.mcmaster.ca/senate/academic/ac_integrity.htm)

The following illustrates only three forms of academic dishonesty:

- Plagiarism, e.g. the submission of work that is not one’s own or for which other credit has been obtained.
- Improper collaboration in group work.
- Copying or using unauthorized aids in tests and examinations.

### **References:**

Booth, W. C., G. G. Colomb, et al. (2003). The Craft of Research. Chicago, University of Chicago Press. (MILLS Q 180.55 M4 B66 2003)

Busha, C. H. and S. P. Harter (1980). Research Methods in Librarianship: Techniques and Interpretation. New York, Academic Press, Inc. (MILLS Z 669.7. B87)

Leedy, P. D. (1993). Practical Research: Planning and Design. Toronto, Maxwell Macmillan Canada. (MILLS Q 180.55 .M4 L43 1993)

Locke, L. F., W. W. Spirduso, et al. (1993). Proposals that Work: A Guide for Planning Dissertations and Grant Proposals, Sage. (MILLS Q 180.55 .P7 L63 1993)

Northey, M. (2005). Making Sense: A Student's Guide to Research and Writing. Toronto, Oxford University Press Canada. (MILLS LB 2369 .N67 1993 - The library has the 3<sup>rd</sup> edition only, published in 1993, with a slightly different title)

## Tentative Schedule

<b>Date</b>	<b>Theme</b>	<b>Reading Assignment</b>
Sept. 9	Introduction	
Sept. 23	The research design process	Booth et al. 2003– skim all Locke et al. 1993: ch. 1 Busha et al. 1980: ch. 14
Oct. 7	Questions and sub-questions	Leedy 1993: ch. 3 Booth et al. 2003: ch. 3 and 4
Oct. 21	Background: Theory	Booth et al. 2003: ch. 5 and 6
Nov. 4	Background: On-going research	
Nov. 18	Methodology and methods	
Jan. 14	Interpretation	Booth et al. 2003: ch. 7-9
Jan. 28	Draft 1a: structure	Booth et al. 2003: ch. 12, 14
Feb. 11	Draft 1b: structure	Booth et al. 2003: ch. 13
Feb. 25	Draft 2a: style	Booth et al. 2003: ch. 16
Mar. 11	Draft 2b: style	Northey 2005: ch. 10-14
Mar. 25	Draft 3a: illustrations	Booth et al. 2003: ch. 15
Apr. 3	Final Draft: 6 page limit	