

Course content may vary to meet the needs of this class. Continued enrollment in this course implies that you have read and accepted the conditions listed in this syllabus.

SYLLABUS

ANTH 6360

Quantitative Methods and Research Design

Tuesday-Thursday: 9:00-10:15 pm

Instructor: Jacob Freeman

Email: jacob.freeman@usu.edu This is the best way to contact me

Office Location: Old Main 245B

Office Hours: Wednesday and Friday 1:45-2:45 pm or by appointment

Readings

Lander, J.P. 2014. R for Everyone: Advanced Analytics and Graphics (Addison-Wesley Data & Analytics Series, Pearson)

All other relevant reading, videos, podcasts, *ecceterra* are posted on CANVAS and/or are available in the Library.

Course Introduction: Welcome to Quantitative Methods and Research Design in Archaeology. This course is an exciting opportunity for us to improve our quantitative literacy and design some cool research! Research methods are traditionally divided between quantitative and qualitative methods. Whether quantitative, qualitative or both, one's methods should be appropriate for one's research question. In this course, we will focus on asking research questions and identifying the appropriate quantitative methods to answer a given question. We will work in teams. No one publishes a paper without feedback from colleagues and reviewers. Science is a public good that requires cooperation, and this course is designed to encourage cooperation as we practice quantitative skills and reasoning.

THIS IS A HYBRID COURSE. WE WILL MEET FACE-TO-FACE AND USE CANVAS. THE COURSE SCHEDULE AND ALL ASSIGNMENTS ARE POSTED ON CANVAS. If you do not have access to CANVAS, please let me know ASAP.

Course Objectives

At the end of this course, students will be able to

1. Demonstrate the quantitative skills necessary for an informed reading of the archaeological literature
2. Demonstrate the ability to conduct a theory driven analysis.

Prerequisites: None. I anticipate that many students will have little experience with statistics, programming and research design. That is why you are here. That said, this course will require a substantial commitment of time and use of computing resources, either on campus or at home.

Assignments and Grading

There are 10 assignments in this course and one final essay. Through these assignments you will have the opportunity to practice the skills necessary to do a theory driven analysis. The assignments break down as follows:

- Basic Write-ups. There will be seven of these assignments throughout the semester. These assignments will consist of article syntheses or exercises. Each assignment is worth 15 points.
- Mini Project Papers. There are three mini project papers due in this course. Each paper will minimally frame the research conducted, methods, results and discussion/conclusion. Mini Project #1 is worth 25 points, #2 50 points and #3 75 points. I expect more depth of analysis in each successive project as you reuse skills developed during earlier projects.
- Final essay. Your final essay is a dry run at your comprehensive examine question. This essay is worth 50 points.

Course Grading Scale:

A	100-90%
B	89-80%
C	79-70%
Other	<70%

A Mapping of Course Objectives to IDEA Objectives

Course objectives	IDEA objective
Demonstrate the quantitative skills necessary for an informed reading of the archaeological literature	Gaining factual knowledge (terminology, classifications, methods, trends)
Demonstrate the ability to conduct a theory driven analysis	Learning to analyze and critically evaluate ideas, arguments and points of view

The USU ACADEMIC INTEGRITY POLICY can be found at the web address below. If you have any questions about whether a behavior violates academic standards, ASK. Please do not violate the standards. As I said, science is a public good and the provision of public goods requires honesty.

<http://www.usu.edu/studentservices/studentcode/article6.cfm>

Below is the standard for academic integrity.

ARTICLE VI. University Regulations Regarding Academic Integrity

SECTION VI-1. University Standard: Academic Integrity

Students have a responsibility to promote academic integrity at the University by not participating in or facilitating others' participation in any act of academic dishonesty and by reporting all violations or suspected violations of the Academic Integrity Standard to their instructors

The Honor Pledge To enhance the learning environment at Utah State University and to develop student academic integrity, each student agrees to the following Honor Pledge:

I pledge, on my honor, to conduct myself with the foremost level of academic integrity.

Violations of the Academic Integrity Standard (academic violations) include but are not limited to:

1. Cheating: (1) using or attempting to use or providing others with any unauthorized assistance in taking quizzes, tests, examinations, or in any other academic exercise or activity, including working in a group when the instructor has designated that the quiz, test, examination, or any other academic exercise or activity be done individually; (2) depending on the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; (3) substituting for another student, or permitting another student to substitute for oneself, in taking an examination or preparing academic work; (4) acquiring tests or other academic material belonging to a faculty member, staff member, or another student without express permission; (5) continuing to write after time has been called on a quiz, test, examination, or any other academic exercise or activity; (6) submitting substantially the same work for credit in more than one class, except with prior approval of the instructor; or (7) engaging in any form of research fraud.

2. Falsification: altering or fabricating any information or citation in an academic exercise or activity.

3. Plagiarism: representing, by paraphrase or direct quotation, the published or unpublished work of another person as one's own in any academic exercise or activity without full and clear acknowledgment. It also includes using materials prepared by another person or by an agency engaged in the sale of term papers or other academic materials.

IN COMPLIANCE WITH THE AMERICANS WITH DISABILITIES ACT (ADA), qualified students with disabilities may be eligible for reasonable accommodations. All accommodations are coordinated through the Disability Resource Center (DRC) in Room 101 of the University Inn, 797-2444 voice, 797-0740 TTY, or toll free at 1-800-259-2966. Please contact the DRC as early in the semester as possible. Alternate format materials (Braille, large print or digital) are available with advance notice.

I will do everything I can to accommodate all students. Please see disability services to obtain any necessary documentation. The web address is:

<http://www.usu.edu/drc/>

IN COMPLIANCE WITH THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA), it is the policy of the Department of Sociology, Social Work & Anthropology at Utah State University to maintain the confidentiality of students records. When it is not feasible to distribute exams, papers, and other assignments to students individually (e.g., in large-enrollment classes), the instructor may obtain from students a signed waiver of confidentiality regarding class assignments so exams, papers, and other academic exercises may be placed out during class or during other group sessions for students to pick up. A general waiver may be sought from each student at the beginning of the academic term with the understanding that the waiver may be rescinded , in writing, during the academic term if the student chooses. If a student does not sign a waiver, then assignments must be returned to that student confidentially