

## Anthropology Seminars

The three Anthropology 191 seminars in which the faculty-librarian collaborative innovations were introduced are:

- Stigma: The Anthropology of the Dangerous “Other”
- Homosexualities: The Anthropology of Gender and Sexuality
- White People: The Cultural Production of White Hegemony

### Student Learning Outcomes

In the “Tips” section of the course syllabus, the instructors list plainly what they hope students will gain from taking the course:

“Several useful things you may take away from this seminar:

A helpful paradigm for anthropological analysis.

Data and ideas for critically analyzing your own experience of stigma and its dysfunctional or maladaptive consequences.

How to find, evaluate, and effectively use scholarly research sources.

How to avoid even inadvertent plagiarism and how to properly document sources.”

A more detailed description of these “useful things”:

Students will apply a helpful paradigm for anthropological analysis in the research paper and seminar discussions in order to better understand and experience the scholarly process in cultural anthropology.

Students will obtain and examine information, data, and ideas about stigma that can help them critically analyze their own experiences of stigma and its dysfunctional or maladaptive consequences.

Students will demonstrate in the research paper and other assignments that they can find, evaluate, and effectively use scholarly research sources so that the critical approach to the seminar topic incorporates the critical use of information.

Students will demonstrate in the research paper and the research portfolio that they know when citation is required, how to ethically paraphrase and quote the words and ideas of others, and how to cite their sources.

## Research Portfolio

Along with submission of their final papers in Week Ten, students turn in a portfolio that indicates how they conducted their research. It includes:

- 1.) **Two to three paragraphs** describing the research experience and the process, tools, and strategies employed. Address each of the following topics: if and why the topic changed in the course of research; which sources and approaches worked and which did not; specific observations or problems related to finding, evaluating, and using the Library Catalog, websites, journal articles and their bibliographies, etc.; which reference books (print or online) were used and whether they were valuable; the names of all the specific article databases tried; the keywords and subject headings used in the databases and library catalog; and the most important thing the student learned from doing this kind of research.
- 2.) **A one to two paragraph comparison** of two article databases and a **printout** from the better one showing a good search strategy in this database and its results. Briefly discuss the value of each database for researching your specific topic. Compare the *search results* from the two databases (e.g., scholarliness of the articles, value of the articles to your research, points of view encountered, types of journals found, quantity). One of the databases written about should be the one relied on most for the research project. This means that some of the articles found in it will be cited in your paper's Reference List. (Note: JSTOR is not an acceptable database choice for this exercise.)
- 3.) If websites are included in the reference list, include in the Portfolio a printout of the site's opening page (only) and a few sentences to justify the use of the website in the research paper. Refer to the guidelines and criteria in: "Judging Quality on the Web" at <http://www.library.ucla.edu/libraries/ysl/reference/judging.htm>.

## Assessment

The librarian assesses the Research Portfolio using a rubric that assigns a point value to each important aspect of the assignment. A rubric is also used to evaluate the research done for the final paper (type and breadth of sources used, citation practices). The librarian's assessments of the paper and portfolio count as 15% of the course grade.