ANTH3048
INDIVIDUAL STUDIES
*Handbook for 3rd Year*
2016-2017

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This document contains information on numerous aspects of the Individual Studies course. You are advised to read it carefully at the earliest opportunity, and to retain it for future reference. You may also find this document on the Departmental website [www.ucl.ac.uk/anthropology](http://www.ucl.ac.uk/anthropology).

Any queries about the course should be addressed to the course convenors (Ludovic Coupaye, [l.coupaye@ucl.ac.uk](mailto:l.coupaye@ucl.ac.uk); Jed Stevenson, [e.stevenson@ucl.ac.uk](mailto:e.stevenson@ucl.ac.uk) or the Undergraduate Co-ordinator (Jaini Shah, [uginanthro@ucl.ac.uk](mailto:uginanthro@ucl.ac.uk))

NB: all communication regarding this course (such as memos, reminders and so forth) will be distributed by email rather than by hard copy in your pigeonholes. As a result you must ensure that you have a UCL email account through which you can be contacted.
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Aims and objectives
The course is designed to provide you with the knowledge and skills to identify, design and carry out a small research project of your own and to write it up in the form of a dissertation. Projects are usually library based, though with the agreement of staff they may be derived from empirical investigation (fieldwork).

As well as assessing your analytic and creative abilities, the course is intended to enhance your ability to work independently and to a deadline, and to develop the necessary skills to present your research to the class through use of presentation software technology (PowerPoint, etc.).

Eligibility
The Individual Studies course is for ALL 3rd year undergraduates registered with the Department of Anthropology for either the Anthropology BSc or a joint degree.

The Individual Studies course is compulsory for those pursuing the BSc in Anthropology.

All BSc Anthropology students register for the 1.5 course unit ANTH3048.
Joint Archaeology/Anthropology students register for the 1.0 unit dissertation ARCL3024.

Place within the programme
The course is intended to enable you to follow up your own interests and to explore a topic of your own choosing. Although Individual Studies projects are supported by a programme of individual supervision and supporting tutorials, the onus is on you to carry out a longer piece of independent research and writing.

As well as highlighting the extent to which theory and practice are integrated, the course should enhance your understanding and critical awareness of how anthropological research is conducted and how the conclusions put forward in such research are reached.

In planning and carrying out your project, you should refer back to the work undertaken in the first year Research Skills course and lab exercises and put them into practice drawing also on the benefit of second year substantive, ethnographic and theoretical courses.

Examination
The course is examined by dissertation (91.7% of the overall mark) and an oral presentation given by each student during the course (8.3% of the overall mark). The dissertation has a 11,000 word limit, excluding acknowledgements, abstract, bibliography and appendices but including footnotes and endnotes.

NB: there is no margin of error to this word limit.

While the dissertation may be based on issues you have covered in your course work, it must show evidence of having found and used material that goes considerably beyond course reading lists. Furthermore, the dissertation must be specifically anthropological in focus. Whatever its topical focus, the dissertation must engage with debates and issues in anthropological theory and/or method, broadly construed.

Supervision
At the end of your second year, you have been assigned a supervisor relevant to your research project. Once supervision has been organised you should endeavour to meet your supervisor as soon as possible. Contact should be made either by email, telephone or in person during office hours.

You may expect to see your supervisor for approximately two hours over the academic year (e.g. four half-hour sessions). Remember, however, that Individual Studies is a course of independent study, and the supervisor’s role is to act as facilitator rather than overseer. In addition, supervisors will comment on first drafts of dissertations, but students must submit these on time (see below).
**Supervision logbook**

Make sure you keep a record of the meetings you have with your supervisor. This will be your ‘supervision logbook’ which **you will need to submit together with your dissertation at the end of the course**. This should include a very brief record of each of your meetings with your supervisor (date, topics discussed, work set, comments received, etc). Keeping such a logbook will help you make the most of your meetings with your supervisor and will aid the course convener for course monitoring purposes. The supervision logbook is not marked and has no influence on the final grading of your project.

**Lectures**

All students are required to attend the introductory lectures which will be given in the first weeks of Term 1 (see Timetable below). These aim to familiarise you with the structure and requirements of the course, and to help you set your project on track. **The lectures also include two workshops on presentation skills, designed to help you prepare your presentation exam.**

Presentation Groups of the second half of Term 1 and term 2: it is recommended that you also assist to your fellow student presentations. It is a good way to get to know what other people are doing – and find connections between your various research topics – as well as getting tips for your own presentation.
TIMETABLE AND DEADLINES

SUMMARY OF THE INDIVIDUAL STUDIES TIMETABLE, DEADLINES, AND PENALTIES
Details of lectures, classes, tutorials, and presentation exams are shown below.
Please note that all students are expected to attend the lectures.

TERM 1
The first five weeks of the first term will take the form of lectures. The second half of term will see the start of student presentation exams (see below).

Please note that if you fail to take your presentation exam you will receive 0 marks for this component of the course, which accounts for 8.3% of the overall mark – i.e. your overall grade for the course could drop a whole degree class as a result.

TERM 2
At the beginning of Term 2 (Monday the 9th of January 2017), you are required to submit via email a set of specific documents, including a draft chapter (see below).

Please note that failure to submit these documents will result in a deduction of 5% from your final dissertation mark.

During the term you should arrange to meet your supervisor to get feedback on this material. Please note that while supervisors are required to read and comment on your material within 3 weeks of submission, it is up to you to set up a meeting with your supervisor to discuss your work.

By the end of the term you should have completed a draft of the whole dissertation which is to be handed in to your supervisor.

The final deadline for submitting complete drafts is Friday 17th March 2017, but it is essential that you make sure that your supervisor will have time to read and give comments on your draft before he or she departs for the Easter vacations.

TERM 3

The FINAL DEADLINE for submission of the complete dissertation is
Tuesday 25th of April 2017
Hard copies x 2: 12.00 pm Front Desk
Electronic copy: Turnitin: 23:59

Late submission of your dissertation will result in the loss of marks:

<table>
<thead>
<tr>
<th>LATE SUBMISSION</th>
<th>PENALTY</th>
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<tbody>
<tr>
<td>Up to 2 working days late</td>
<td>10 percentage marks deduction</td>
</tr>
<tr>
<td>More than 2 but less than 5 working days late</td>
<td>Capped at pass (40%)</td>
</tr>
<tr>
<td>More than 5 working days late, but before the 2nd week of the 3rd term</td>
<td>A mark of 0 will be recorded but the assessment deemed complete.</td>
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See p.20-21 for more details.
**TERM 1**

**BEFORE READING-WEEK:** Lectures on planning, writing and presenting your project; library resources and presentation software training sessions.

**AFTER READING-WEEK:** Oral Presentation per group. All students are to attend.

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<thead>
<tr>
<th>Wk.</th>
<th>Date</th>
<th>Time</th>
<th>Location</th>
<th>Subject</th>
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<tbody>
<tr>
<td>5</td>
<td>Fri., 30 Sept</td>
<td>12:00-13:00</td>
<td>DFSR</td>
<td>Introductory Meeting</td>
</tr>
<tr>
<td>6</td>
<td>Wed., 5 Oct.</td>
<td>09:00-11:00</td>
<td>DFSR</td>
<td>Research Organisation (LC)</td>
</tr>
<tr>
<td>7</td>
<td>Wed., 12 Oct.</td>
<td>09:00-11:00</td>
<td>DFSR</td>
<td>Planning and Structuring a Dissertation I (LC)</td>
</tr>
<tr>
<td>8</td>
<td>Wed., 19 Oct.</td>
<td>09:00-11:00</td>
<td>DFSR</td>
<td>Planning and Structuring a Dissertation II (LC)</td>
</tr>
<tr>
<td>9</td>
<td>Wed., 26 Oct.</td>
<td>09:00-11:00</td>
<td>DFSR</td>
<td>Presentation Skills Workshop I (LC)</td>
</tr>
<tr>
<td>10</td>
<td>Wed., 02 Nov.</td>
<td>09:00-11:00</td>
<td>DFSR</td>
<td>Presentation Skills Workshop II (JS)</td>
</tr>
<tr>
<td>10</td>
<td>Mon., 31 Nov.</td>
<td></td>
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<td>Final list of supervisors’ allocation posted via email.</td>
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<td></td>
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<td></td>
<td>Students meet with their supervisor 4 times during the year for half an hour each time.</td>
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**Reading Week**

| 11  | Wed., 16 Nov. | 9:00-11:00 | DFSR     | Presentation Workshop Group 1 (JS+LC)               |
| 12  | Thur., 17 Nov.| 11:00-13:00 | DFSR     | Presentation Workshop Group 2 (JS)                  |
| 13  | Wed., 23 Nov. | 09:00-11:00 | DFSR     | Presentation Workshop Group 3 (LC)                 |
| 14  | Thur., 24 Nov.| 11:00-13:00 | DFSR     | Presentation Workshop Group 4 (JS)                 |
| 15  | Wed., 30 Nov. | 09:00-11:00 | DFSR     | Presentation Workshop Group 5 (LC)                 |
| 16  | Thur., 01 Dec.| 11:00-13:00 | DFSR     | Presentation Workshop Group 6 (JS)                 |
| 17  | Wed., 07 Dec. | 09:00-11:00 | DFSR     | Presentation Workshop Group 7 (LC)                 |
| 18  | Thur., 08 Dec.| 11:00-13:00 | DFSR     | Presentation Workshop Group 8 (JS/LC)              |

**TERM 2**

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<th>Date</th>
<th>Time</th>
<th>Location</th>
<th>Subject</th>
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<tbody>
<tr>
<td>20</td>
<td>Mon., 9 Jan 2017</td>
<td>23.59</td>
<td>Online</td>
<td>Submit via email to your supervisor and Jaini Shah</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- an outline of the dissertation</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- a contents list</td>
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<tr>
<td></td>
<td></td>
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<td></td>
<td>- a draft chapter</td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
<td>- a bibliography at Departmental Office</td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
<td>(5% penalty for failure to submit this material) - See details in ‘Deadlines’ section below</td>
</tr>
<tr>
<td>21</td>
<td>Wed., 18 Jan.</td>
<td>11:00-13:00</td>
<td>DFSR</td>
<td>Presentation Workshop Group 9 (JS)</td>
</tr>
<tr>
<td>21</td>
<td>Thur., 19 Jan.</td>
<td>09:00-11:00</td>
<td>DFSR</td>
<td>Presentation Workshop Group 10 (JS)</td>
</tr>
<tr>
<td>22</td>
<td>Wed., 25 Jan.</td>
<td>11:00-13:00</td>
<td>DFSR</td>
<td>Presentation Workshop Group 11 (JS)</td>
</tr>
<tr>
<td>22</td>
<td>Thu., 26 Jan.</td>
<td>09:00-11:00</td>
<td>DFSR</td>
<td>Presentation Workshop Group 12 (JS)</td>
</tr>
<tr>
<td>23</td>
<td>Wed., 01 Feb.</td>
<td>11:00-13:00</td>
<td>DFSR</td>
<td>Presentation Workshop Group 13 (JS)</td>
</tr>
<tr>
<td>23</td>
<td>Thur., 02 Feb.</td>
<td>09:00-11:00</td>
<td>DFSR</td>
<td>Presentation Workshop Group 14 (JS)</td>
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<tr>
<td>24-28</td>
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<td></td>
<td>NO SESSIONS – work individually on drafting your dissertations</td>
</tr>
<tr>
<td>29</td>
<td>Fri., 17 Mar</td>
<td>12:00</td>
<td></td>
<td>Submit complete draft of dissertation directly to your supervisor for comment. See details in ‘Deadlines’ section below</td>
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</table>

**TERM 3**
Tuesday 25th April 2017, 12 noon SUBMIT TWO COPIES OF THE COMPLETE DISSERTATION at the Departmental Office.

See details in ‘Deadlines’ section below
DEADLINES (SUMMARY)

Prior to the start of the academic year:
You should have outlined your ideas for a research topic and begun surveying the relevant literature and doing some background reading. You should also have determined the type of data you will need to carry out your project (e.g., published academic works, official publications, databases, archives, museum holdings, film or other visual media) and the methods you will employ to gather and analyse them.

If your project involves the collection of primary data (e.g., fieldwork), this should have been completed by the beginning of October, fulfilling all Ethical and Data Protection approval requirements as set out in ‘Course details’ section above.

TERM 1:
Week 6: If you had not done so at the end of your 2nd year, send via email to Ludovic Coupaye a typed project outline containing the following:
(1) your name and e-mail address;
(2) a provisional project title;
(3) supervisor’s name (if known);
(4) an indication of whether the project is a work of biological anthropology, medical anthropology, social anthropology or material culture;
(5) a list of approximately six key words indicating the substantive and theoretical issues of your topic (e.g., ethnicity, nationalist iconography, ethnographic region; phylogenetics);
(6) specification of the data set being analysed (e.g. fieldwork, museum data, oral history, archives, film, library-based project based on published sources);
(7) A paragraph or two describing your research project.

Please note that students will not be allocated a supervisor until the project outline has been submitted.

Week 10: A list of provisional project titles and supervisors will be posted in the Departmental Office. Once you know who your supervisor is you should arrange to meet them as soon as possible to discuss your project.

Week 11– 15: Presentation exams for Groups 1 – 8 (continued TERM 2, for Group 8-11)

Please note carefully the time and place of the sessions

TERM 2:

Week 20 (Monday, the 9th of January 2017): Submit via email to your supervisor and the course coordinators (Ludovic Coupaye, Jed Stevenson and Jaini Shah) :
(1) an outline of your dissertation,
(2) a provisional contents list,
(3) a draft chapter,
(4) and a bibliography.

The outline should be a two-page abstract of your project, in which you outline the structure and argument of the dissertation. For ANTH3048 candidates, the draft chapter should be a minimum of 10 pages and the bibliography must include details of at least 15 publications. All four items must be clearly labelled with your name, project title and supervisor’s name.

These materials must be submitted via email to
- your supervisor
- the Undergraduate Co-ordinator Jaini Shah
- and the course coordinators (Ludovic Coupaye and Jed Stevenson) by 12 midnight on Monday 9th January 2017.

Failure to submit on time will be penalised by the deduction of 5% from your dissertation mark.

Week 29: A completed first draft of your dissertation must be handed to your supervisor by Friday 17th March 2017 at the latest. Supervisors are under no obligation to read drafts submitted after this date. You should aim, however, to have a draft completed three to four weeks before this date.
Revising the first draft: You should allow at least three weeks for making the necessary revisions to your first draft; obviously the sooner the first draft is completed, the sooner you can start on revisions. Experience shows that students who submit a first draft on time and obtain feedback on it can substantially improve the quality of their dissertation to such an extent that their mark may increase from a 2:ii to a 2:i, or from a 2:i to a 1st. You are therefore advised to think ahead and ensure that a draft is produced in sufficient time for your supervisor to provide you with feedback. Please make sure to contact your supervisor in advance in this connection, to arrange with her/him an appropriate time-frame for submitting your draft and getting the supervisor’s feedback.

TERM 3: Submission deadline, Tuesday 25th APRIL 2017: 2 hard copies of the Dissertations must be submitted to the Anthropology Reception by 12 midday on Tuesday 26th of April (second day of the first week of third term). An electronic copy must be uploaded on Turnitin, the same day before 23:59. Remember that late submission means lost marks:

<table>
<thead>
<tr>
<th>Late Submission</th>
<th>Penalty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Up to 2 working days late</td>
<td>10 percentage marks deduction</td>
</tr>
<tr>
<td>More than 2 but less than 5 working days late</td>
<td>Capped at pass (40%)</td>
</tr>
<tr>
<td>More than 5 working days late, but before the 2nd week of the 3rd term</td>
<td>A mark of 0 will be recorded but the assessment deemed complete.</td>
</tr>
</tbody>
</table>
PRESENTATION EXAMS

Each student is expected to give a simple 10-minute presentation, using presentation software (PowerPoint etc.) on their dissertation topic, followed by a 5 minute group discussion. The aim of this presentation is NOT to assess the intellectual content of a dissertation, BUT to assess the student’s skill in using presentation software to make a clearly conceived, well structured, and methodologically sound presentation. In this way, students in the First Term will not be at a disadvantage from students in the Second Term.

Presentations should address the following three issues:
A) What is the research question?
B) Why is this an interesting question? (Depending on whether students take their Presentation exam before or after Christmas, this should include how the research question will be developed and addressed, or how it is being developed and addressed).
C) What methods will be used/are being used to study the research question/topic? (This can include fieldwork, and journals and databases for library-based dissertations).

Two important points:
1) Each presentation MUST incorporate 8-10 slides/overheads.
2) Each student MUST hand in a hard copy of their presentation (printed using 3 slides/overheads per page) on the day of their presentation. Remember to write your name on this.

Remember that if you fail to take your presentation exam you will receive 0 marks for this component of the course, which accounts for 8.3% of the overall mark – i.e. your overall grade for the course could drop a whole degree class as a result.

All presentation exams will be held as detailed in the timetable above in the second half of Term 1 and the first half of Term 2 (see timetable above). It is planned to have 6 student presentations per 2-hour session. Groups will be posted by email and in the Departmental Office at the beginning of Term 1. The course convener will be present to lead the discussion and mark the presentations.

NB: All students have to upload their presentations to Moodle by 12 noon on the day before their allocated presentation date (e.g. if your presentation is on Wednesday 16th November you must upload your presentation to Moodle by 12 noon on Tuesday 15th November). Make sure to upload your presentation to the Individual Studies Moodle course for which you are enrolled (i.e. ANTH3048 for BSc Anthropology).

Please note that you are also required to upload your presentation on to Moodle.

For dates and times for the presentation exams see Timetable above.

GUIDELINES FOR PRESENTATION EXAMS

AIMS
Giving any oral presentation is invariably a stressful experience. However, it is useful skill to acquire, and even if that skill cannot be mastered at one attempt, giving this presentation will likely serve you well in the future. The principal aims of the presentation exam component of the course are:

- To make you focus on the central aspects of your project — a useful exercise in clarifying your aims and methods.
- To enable you to gain experience at speaking in front of an audience.
- To help you develop communication and presentation skills with the use of presentation software technology (e.g. PowerPoint).
- To encourage you to identify ways of engaging the interest of an audience in what you have to say.

PREPARATION
Your presentation will work most effectively if you organise what you have to say around a small number of key points (say four or five) that incorporate between 8 and 10 slides/overheads. You should also use examples to illustrate certain
points (choose the most interesting and accessible ones at your disposal), keeping in mind that it is best to use one
telling example rather than three or four thinly sketched ones.

It is important to remember who your audience is. You should aim to pitch your presentation at a level appropriate to
the audience. Ask yourself the following questions. What can I reasonably expect the members of the audience to
know? What do I need to explain to make it possible for them to understand what I have to say?

You should try to practice giving your talk beforehand. Make sure it is not too long. And ask yourself (and anyone you
can obtain feedback from) the following questions. Is my talk interesting? Is it focused? Is it pitched at the right level?
Do I fully understand what I’m talking about?

PRESENTATION
You should aim to make clear the main points of our presentation at the very beginning, and reiterate each of these as
and when you come to them. These main points could be made clear through the use of the slides/overheads using the
presentation software of your choice. You should endeavour to use the slides/overheads as a basic structure, and to talk
beyond the headings rather than simply repeat the material written on the screen. Slides/overheads should be simple and
clear, and no extra marks will be given for complex graphics and special effects.

Lastly, as this is an oral as well as visual presentation, remember to use your voice to good effect: speak clearly and
loud enough to be heard (speaking slowly rather than quickly is a good rule of thumb). Don’t speak to the desk you are
reading from, but to the audience — make eye contact as much as possible, and if you’re up to it, try and smile. Look
confident, even if you don’t feel it!
If you feel somewhat daunted by the idea of researching and writing a dissertation, don’t worry. You are not alone. Most of your classmates will be experiencing the same feeling, even if they don’t admit it. What you need to remember is that the key to submitting a good dissertation is organised hard work. No amount of intellectual flair will make up for you failing to invest sufficient time and energy in your dissertation. In the world of research, ideas are cheap. The difficult part is backing them up with evidence, and that can only be accomplished by applying yourself in an orderly and time-aware fashion.

**Aims**

Your dissertation should:

- Examine a tightly focused question or hypothesis relating to a topic of significance and timeliness.
- Address a knowledgeable reader with a view to enhancing his or her understanding of the topic.
- Argue from a position whilst critically assessing the issues and literature bearing on the question or hypothesis.
- Be written in jargon-free, uncluttered prose, even when it discusses complex details.

**Guidance**

In addition to reading this document thoroughly, you should have a look at copies of past dissertations. These are housed in Room G2 and the DMS Watson Library. Additionally, there are numerous books available on how to write dissertations both by and for social and biological scientists. Of the many currently in circulation, the following offer some useful advice:


If you are intending to write a scientific paper based on the test of a specific hypothesis you could profitably look at a text on writing for scientists, such as:


The following is a good general guide to the process of planning, executing and writing-up a research project:


**Research notebook**

Many professional researchers use a dedicated notebook to record details of the activities they carry out, and the thoughts that occur to them, in the course of a research project. You are urged to seriously consider doing the same. The notebook can be a real one or a digital one that you keep on your personal device. In the notebook you should list issues, questions and notes as and when they come to mind. Photocopied materials and other literature can be stapled or glued into a real notebook, or, if you are using a digital one, they can be scanned and saved in your notebook file. A virtual notebook also allows you to download material from the internet directly into your file.

If you’re using digital devices, **do not forget to make back-up. Please remember that computer failure/virus etc. is not considered as a valuable excuse for obtaining an extension!**
**Types of research**

In the past, the majority of students have based their dissertations on published books and papers. The alternative to library-based research is to collect primary data, either in the field or in the laboratory. Basing your dissertation on published sources does not mean that your work need be any less original than the work of those who base their dissertation on primary data. The re-analysis and re-interpretation of already published documents can itself be a highly creative undertaking. A useful place to start thinking about this is:


Some anthropological examples of creative interpretations of others people’s data and published documents include:


Basing a dissertation on a piece of fieldwork can be a difficult task, at least from the perspective of writing up your ethnography. Some useful discussions of how to proceed in this are to be found in the following:


In addition to the actual practicalities of turning fieldnotes into text, some of the epistemological and stylistic issues surrounding ethnographic writing are discussed in the following:


**Identifying a topic**

Narrowing down and clarifying your research question or hypothesis is the most important challenge confronting you in the Individual Studies course. The more tightly you define your question or hypothesis, the better your dissertation is likely to be. It is always tempting to tackle a broad question or hypothesis, but this temptation should be resisted. Instead, you should aim to write a lot about a question or hypothesis that is very limited in scope.
A useful tip in relation to defining research questions is don’t ask “why” questions. Because causality is a hierarchical phenomenon, such questions are terribly hard to answer in a satisfying way, since there is always a deeper cause. You are much better off phrasing your question in terms of “how”. In other words, you should think about your topic in terms of the processes involved rather than causality.

In the course of your reading, you may find that someone else has already apparently answered your question. Don’t throw up your hands in despair or start panicking. There will inevitably be gaps in the published work and you can narrow your question down to focus on one of them. Research is all about finding openings in the increasingly crowded knowledge market.

You can begin to get a sense of the issues and debates in various fields by reading review essays on a particular subject, or by referring to the entries in an appropriate encyclopaedia.


*International Encyclopaedia of the Social Sciences*

The essays and entries in the following publications are a useful place from which to start exploring a subject.

- *Annual Review of Anthropology*
- *Yearbook of Physical Anthropology*
- *Evolutionary Anthropology*

CD-ROMs can also be extremely useful for showing you what research has been done on a topic. As a student at UCL, you have access to a number of CD-ROM-based resources through the library service. These include:

- *Anthropological Index Online* (accessible at http://lucy.ukc.ac.uk/rai/)
- *Anthropological Literature*
- *Anthropology Review Database* (accessible at http://wings.buffalo.edu/ARD/)
- *Art Index*
- *BIDS* (accessible at http://www.bids.ac.uk/)
- *CSAC Anthropology Bibliography* (accessible at http://lucy.ukc.ac.uk/cgi-bin/uncgi/search_bib2/Makhzan/)
- *Econlit*
- *Historical Abstracts*
- *International Bibliography of the Social Sciences* (IBSS)
- *Linguistics and Language Behaviour Abstracts*
- *Medical Anthropology Indexes and Abstracts* (accessible at http://andretti.iupui.edu/subjectareas/anthropology/medical.html/)
- *Medline*
- *Pascal*
- *Philosophers Index*
- *Psychlit*

Additionally, you will find plenty of materials on the internet that will help you identify “hot” topics in anthropology and related disciplines; a number of useful web sites are listed in Appendix 1.
If you do not have a particular question in mind when you begin to search the web, use a “subject directory”. These categorise web sites in such a way that you can move methodically from general to more narrow topics. For example, in the course of a search you might start with anthropology, move to subsistence economies, then to hunter-gatherers, then to mobile hunter-gatherers, then to African mobile hunter-gatherers, and arrive finally at the !Kung San.

Alternatively, you can use key words to search the web from many of the sites listed in Appendix 1. A key word search will provide the addresses and descriptions of web sites in which your key words are used. Thus, a key word search can tell you if a topic has been researched by others as well as give you some idea of current thinking on the topic.

**CONTENT, STRUCTURE AND PRESENTATION**

When writing your dissertation, you should keep in mind the marking criteria employed by examiners. The kinds of things examiners look for when reading essays and dissertations include the formulation of the question or hypothesis, the clarity of the concepts employed and their relevance to the argument, and the relevance of the literature cited to the issues discussed. They will also judge your dissertation on the suitability and execution of the method(s) employed in the collection of the information, the quality of analysis and interpretation, the clarity of the conclusion, and the organisation of the argument. Some of these issues relate to the content of your dissertation. The remainder concerns how it is structured and presented.

**Dissertation content**

**Your research project report should contain the following:**

- A clear statement of the question or hypothesis you examined.
- An outline of the context of the question or hypothesis.
- A detailed discussion of the materials and methods you use to address the question or test the hypothesis.
- An in-depth review of your findings.
- A consideration of the significance of your findings.

These elements can be organised in a variety of ways, none of which is necessarily more correct than any other. You might want to follow the classic science format of an introduction followed by a materials and methods section, a description of the results, a discussion section and then a set of conclusions. Alternatively, your project might be better suited to a more thematic approach to organising your writing. Regardless of which format you choose, you must ensure that your dissertation contains all of the elements listed above. Equally importantly, you must ensure that they are obvious to the reader. It’s no good if they are there but hidden. Make sure you “signpost” them.

**Context of question or hypothesis**

This part of the dissertation is where you explain to the reader why they should be interested in the question you are addressing or the hypothesis you are testing. More specifically, it is where you delineate the main lines of the argument in the debate that has given rise to your question or hypothesis, and explain how your question or hypothesis relates to the debate.

This is also the part of the dissertation where your literature review fits in. You are not expected to read every piece of literature that has ever been written on your subject. Rather, you have to be able to demonstrate that you are familiar with the main arguments in the debate that has given rise to your question or hypothesis. The corollary of this is that there is no set number of papers that you should cite; each topic will give rise to a different length literature review. As a rule of thumb, we suggest you consult all the major publications that have appeared on your subject in the last ten years, plus a dozen of the ‘classic’ publications from previous decades. A major publication is one that is published in a widely read journal (e.g. *Journal of the Royal Anthropological Institute, Current Anthropology, American Anthropologist*) or one that is cited frequently by other authors. For your purposes, a classic publication is a pre-1990 paper or book that is referred to repeatedly in the last ten years’ literature.

The most important thing to remember in relation to this part of the dissertation is that it has to combine scholarship with salesmanship. You have to be able to prove to the reader/examiner that you have an excellent grasp of the literature, whilst at the same time convincing them that your research project is important and interesting.
Materials and methods
A good description of the materials and methods you use in your research project is absolutely vital. It is the bedrock on which your dissertation is built. Those of you working with fieldwork or laboratory data will have to write quite substantial materials and methods sections. However, even if your project is entirely library based, you should explain why you consulted the literature you cite, what your search criteria were, etc.

The good news about the materials and methods part of the dissertation is that it is the easiest section to write. You will be so familiar with the materials and methods you have used that writing about them should be a more or less stress-free exercise. If you find you’re struggling to start writing your dissertation, have a go at describing your materials and methods.

Review of your findings
The most important point here is that you must describe your findings or results in sufficient detail. It may be a very tedious exercise, but it has to be done. What is “sufficient” is obviously a subjective decision to a large extent. However, err on the side of writing too much rather than too little, even if it feels like your prose is boring. Boring prose is considerably less infuriating than a partially described set of results.

Significance of your findings
This section—whatever you decide to call it—is your chance to shine. Up to now you’ve basically followed the formula that all researchers are expected to follow (i.e. identifying a question, demonstrating scholarship through the literature review, collecting and analysing data, and reporting your results). In this section, in contrast, you get to demonstrate your intellectual flair, your ability to interpret and contextualise, to make novel connections, to link your research to wider developments within and without anthropology, to generate new questions or hypotheses, etc. In other words, it is here that you get to show that you can combine academic ability with original thought—the mark of the exceptional student. Don’t shy away from it. Be bold. Fly a few kites. Your examiner will be eager to hear what you’ve got say about your research.

USING SECONDARY SOURCES
When reading secondary sources you should try and critically assess what you are reading: do not take the conclusions reached by the author(s) at face value. Ask yourself the following questions. What evidence do they supply for the conclusions they have reached? Are the conclusions reached justified, or could other interpretations of the data be put forward? Remember also that the analysis put forward by an author is a product of its intellectual milieu, and whilst it may be open to criticism from a contemporary theoretical standpoint you should try and ensure that the point you are making is not itself open to criticism as chronocentric, i.e. insensitive to the historical moment and conditions in which a particular document was produced. Such issues are discussed to good effect in:


You might find it profitable to approach your literature review by filling out a file card, or a set of file cards, for each reference. This will enable you to cut-down on the inevitable last minute hunt for details of your references. It will also speed up your coverage of the literature and make it more consistent. What you need to put on each card, or set of cards, is:

1. The name of the author(s);
2. The date;
3. The title of the paper or chapter (NB: you do not need to record the chapter titles of a single authored book);
4. The journal name and volume number, or the book name;
5. The editor(s) name if it’s an edited book;
6. The page numbers (you do not need to record the page numbers of the chapters of a single authored book, but direct quotations should be given a page reference. Also, it is advisable to give the page number(s) of specific arguments in a book, even if you are not quoting it directly);
7. The research question;
8. The question’s context (i.e. why it is important);
9. The methods;
10. The findings; and
11. The significance of the findings.

Of course, you can also adopt a digital system, replacing cards by entries in a database (e.g. Filemaker Pro) or even in Cloud systems, such as Zotero.

If you are quoting an author her/himself quoted by the one you are using, make sure that you refer the original source. This means having at least a quick look at the original author used by your source and find out about the exact reference (year and page) s/he used and include it in your own bibliography.

E.g. You’ve just read in Warnier 2009: “Moreover, says Foucault, power is addressed to ‘the body’ and reaches the subjectivities through the body and through material and ideological contraptions (or ‘dispositifs’)”.

You should instead write: Warnier reminds us that (2009: 464), according to Foucault (1977), power reaches both the body and subjectivities through ideological and material ‘dispositifs’.
**Plagiarism**

Plagiarism is unacceptable. UCL has now signed up to use a detection system (Turn-It-In) to scan work for evidence of plagiarism, and the Department intends to use this for assessed coursework. This system gives access to billions of sources worldwide, including websites and journals, as well as work previously submitted to the Department, UCL and other universities.

In the Anthropology department this software will be used on a random 10% of all submitted work and also to check any work that arouses tutor suspicion. Students must therefore submit an electronic version of all written work at the same time as (and NOT INSTEAD OF) submitting hard copies.

1. For this course your electronic copy must be submitted to Moodle: (ANTH3048 course code).
2. The electronic copy must be submitted at the same time as the hard (ie.paper) copy.
3. EXCEPT IN THE CASE OF DISSERTATIONS, the electronic copy must not exceed 1.0 MB (all diagrams / images / videos etc. should be deleted because we only want the text).
4. It must be submitted in “.doc” form (no zip files or other formats).
5. It must be submitted with the file named under the following system: Course number, surname, initial of first name. e.g: “ANTH3048BloggsF.doc”
6. If students are found to have failed to submit the electronic version of the essay they will receive zero for that piece of work even if HARD copies have been submitted.
7. If students just submit an electronic version and no hard copy they will receive late submission penalties as usual until the hard copy is submitted.

In the same way that sports people who fail to give a sample for drugs tests are presumed guilty, if you fail to submit an electronic copy of your essay we will assume it was plagiarised.

PLEASE NOTE: no excuses are accepted: you must submit an electronic version and it must be correctly identified.

**GETTING YOUR DISSERTATION UNDERWAY**

Abstract writing can be a very useful early step when doing research of any kind. It may seem nonsensical – writing the summary before you’ve finished the research – but it encourages you to be clear about the question or hypothesis you are addressing, the reasons why that question/hypothesis is interesting, and how you are going to address it. It can also help you think about the likely significance of your results, which will prime you make those all important connections as you read the literature. Even if you don’t know the outcome of your analyses yet, writing an abstract can substantially improve the clarity of your thought. It is obvious—indeed it is so obvious that it bears repeating—that clear thinking is the key to effective research and efficient writing, both of which you need to demonstrate to achieve a good dissertation mark.

Knowing how to write an abstract is also important when it comes to your literature review, because “abstracting” is essentially what you should be doing when you read a journal paper or a book chapter. That is, whenever you read a paper you should be looking for certain bits of information, and these should correspond to the bits of information that are included in a good abstract, namely:

- The research question
- A boiled-down explanation of why the question is interesting
- A brief outline of the materials and methods
- A summary of the findings
- The most interesting of the implications.

You will of course have noticed that these are basically the same as the five elements that need to be included in your dissertation. They are the same for the simple reason that they are the core of the research process. They are the bits of information that all researchers look for regardless of whether they are reading a journal paper, a book chapter, a PhD thesis or an undergraduate dissertation.

**STRUCTURING AND PRESENTING YOUR DISSERTATION**
Chapters, sections and paragraphs

When writing your dissertation you should attempt to arrange your ideas in a logical manner so that the dissertation is structured around a coherently presented argument. To do this you will find it useful to divide the dissertation into a number of units of different size, and you should pay attention to the manner in which these units are inter-connected.

A clearly written dissertation is invariably divided into a number of named chapters or sections. Dividing your work in this way will help you plan the dissertation, and it helps the reader orient themselves within the text (as well as making the examiner’s job easier). Make sure that the titles you give to these units refer to their content. If possible, use them as a précis of their content.

Another critically important thing to remember in relation to writing is that paragraphs are a unit of thought, not a unit of length. They should, therefore, contain a specific idea or issue rather than a certain number of words or lines of text. Also, remember to indent the first line of every paragraph except the first of each new section.

Spelling, punctuation and grammar

Marks will be deducted for consistent poor spelling, punctuation, grammar and syntax. Computer spell checkers may help, but remember they are not smart enough to know that you mean *their* not *there* and *rim* not *dim*. Nor will spell checkers correct poor punctuation, errors of grammar or sloppy syntax: if you are uncertain on the use of commas and full-stops, colons and semi-colons, or how to use apostrophes in the case of possessives, if you are not sure if a certain term is a collective noun or wish to avoid splitting an infinitive, then seek help from some of the guides to writing good English.

Language

You should try to ensure that your prose is both clear and engaging; and, as far as possible, be economic in your phrasing. Also, write in a comprehensible manner. If you write something that you do not understand on re-reading (either because of the sentence construction or the language employed) then it is highly improbable that anyone else will be able to understand it either. You should also ensure that you fully understand the terms you employ. Lacing an essay with phrases such as “the performative imaginary of the working-class bourgeoisie” is likely to cut little ice with your reader. In short, avoid verbiage, and remember that obscurity rarely equals profundity.

It should go without saying that a good dissertation is one in which there are few or no errors of syntax, grammar, spelling or punctuation. If you want to avoid committing a solecism, spell a word correctly or use it in its true sense, or simply want to understand the difference between *affect* and *effect*, *practice* and *practise*, or *its* and *it’s*, you will find the following useful:

- A good dictionary (e.g. Chambers, Collins or Oxford).

You are also advised to equip yourself with a copy of *Roget’s Thesaurus*, which will help enormously when it comes to avoiding boredom-inducing repetition.

Lastly, an excellent, short essay that deals with some of the pitfalls to be avoided in writing, whether it be a dissertation, a job application or a letter proposing marriage, is George Orwell’s “Politics and the English language”. Originally published in 1946, this essay has been reprinted in many collections of Orwell’s essays, including *Inside the Whale and Other Essays* (Harmondsworth, Penguin, 1962, pp. 143-157).
**Quotation and paraphrase**

All quotations from published materials must be properly referenced with the name of the author(s), date of publication, and page number, e.g. (Brown 1996: 23). If quotes are not indented they should be surrounded by speech marks. If you are summarising or paraphrasing a piece of work, you must also reference your source in the above manner, i.e. (name, date, page). Unacknowledged quoting or paraphrasing constitutes plagiarism, and is punished severely. Tips on quoting and paraphrasing can be found in Cuba and Cocking (1994: 110-3).

**Notes**

Notes should be in the form of footnotes or endnotes and clearly separated from the main text. Excess use of notes should be avoided where possible (all footnotes and endnotes are included in the word-limit of 10 – 12,000 words).

**Appendices**

These are not included in the word count of the dissertation, and should be used as a means of incorporating material that is related but supplementary to the main argument. They might include, e.g., a transcribed or sample interview, an example of a questionnaire used, demographic details of the research “population” studied. Avoid using Appendices as a dumping ground for text because you have exceeded the word limit but cannot bear ditching what you have written. Note also that appendices are not taken into account when a mark is awarded to a dissertation.

**References**

Publication details of all materials cited in the main text of the dissertation must be placed in the bibliography following the Harvard style of referencing: this style is followed in such journals as American Anthropology, Current Anthropology and Journal of the Royal Anthropological Institute. Marks will be deducted for inadequate referencing, so make sure that your bibliography contains the necessary information. For full details on all possible types of references (from articles and books to websites and stage performances) according to the Harvard style, go to the excellent guide provide by the University Library of Leeds University at http://www.leeds.ac.uk/library/training/referencing/harvard.htm

**Visual and audio materials**

In addition to the main text, you may wish to include audio and/or visual material in your dissertation. If so, note the following. Photographs and other illustrations should be clearly labelled. Other audio and/or visual material may also be submitted (such as video, compact cassette, mini disc, CD-ROM, DVD): this, however, should be clearly integrated with the text and the relationship between this material and the text should be clearly set out. Where such material is included to be read/viewed/listened to in parallel with the text, instructions on how this is to be done should also be included. Where audio-visual material is included without clear explanation of its relevance it will be treated as an appendix.

**EDITING, REWRITING AND PROOF-READING**

You should not view completing the first draft of your dissertation as the end point of writing. Once you have written a first draft you should endeavour to edit and re-write your dissertation at least once, and preferably twice, three times or more. In the process you should check it for, among other things, the structure and clarity of the argument (and if necessary reorganise the structure of the dissertation), clarity of expression, conciseness, spelling, punctuation and grammar. The more you edit and rewrite, the better your dissertation will read, something that will be reflected in a higher mark. Tips and pointers on editing and rewriting can be found in Becker (1986, Chapter 4), Cuba and Cocking (1994, Chapter 7), and Orwell (1946). Lastly, make sure you proof-read your dissertation before submitting it, and in the process correct any errors which escaped the process of editing and rewriting.
GUIDELINES FOR FINAL SUBMISSION OF THE DISSERTATION

Extensions and late submission

The Deadline for submitting the dissertation is usually set on the Tuesday following the 1st day of Term 3 (This year: Tuesday the 25th of April).

Requests for an extension of the deadline should be made in the first instance to your dissertation supervisor and will need to be reviewed by your Year Tutor. Extensions are usually only granted on medical grounds and must be recorded in the Departmental Office.

Late submission of your dissertation will result in the loss of marks:

<table>
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<tr>
<th>Late Submission</th>
<th>Penalty</th>
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<tr>
<td>Up to 2 working days late</td>
<td>10 percentage marks deduction</td>
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<tr>
<td>More than 2 but less than 5 working days late</td>
<td>Capped at pass (40%)</td>
</tr>
<tr>
<td>More than 5 working days late, but before the 2nd week of the 3rd term</td>
<td>A mark of 0 will be recorded but the assessment deemed complete.</td>
</tr>
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SINCE INDIVIDUAL STUDIES COUNTS AS 1.5 UNITS ANY SUCH PENALTY WILL HAVE A MASSIVE EFFECT ON YOUR FINAL AVERAGE.

Late submissions may be accompanied by a letter explaining the circumstances of the delay in submission, and this will be read carefully by the examiners and may be taken into account when deciding whether or not to deduct marks.

Late arrival of train/bus/taxi/chauffeur/coachman, computer crashes/floppy-disk corruption/printer meltdown, unusual micro-climatic conditions and other such events are not usually accepted as adequate grounds for waiving the penalty deduction of marks. It is therefore up to you to ensure that all necessary precautions are taken to guard against the late submission of your dissertation.

Items to be submitted

- Two spiral bound copies of your dissertation (including two copies of any audio-visual material that accompanies the text)
- Your ‘supervision logbook’ (for course monitoring purposes)
- A completed course assessment questionnaire (for course monitoring purposes)
- An electronic version (PDF or word) has to be uploaded on Turnitin the same day before 23:59.

Your dissertation must include a cover page, an abstract and a contents page. All pages of the dissertation should be clearly numbered.

Cover page

The first page of text of your dissertation must state the following:

- Your name
- The title of your dissertation
- The name of your supervisor
- The word length of your dissertation
- A signed declaration that the word length stated is accurate and that the work contained in the dissertation is wholly your own.
Abstract

Your dissertation should also include a 100-200 word abstract, summarising the contents of the dissertation; this should include, for example, reference to the issues discussed or data set analysed, the main lineaments of the argument put forward or the hypothesis tested, and the conclusions reached.

NB: Does not count in the total word limit

Contents page

A page listing the contents of the dissertation should also be included, specifying, e.g., chapter titles or section headings, page numbers, and so forth.

NB: Does not count in the total word limit

FEEDBACK

After marks have been agreed by the examiners you will be able to retrieve one copy of your dissertation from the Departmental Office, along with a copy of the examiner’s report on your work.

*  *  *

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