

# DEPARTMENT OF ANTHROPOLOGY STUDENT WRITING HANDBOOK

*San Francisco State University*

*Version 3.4*



revised 7/2/20 by C. Wilczak

# TABLE OF CONTENTS

|                                   |    |
|-----------------------------------|----|
| Writing Expectations .....        | 3  |
| Writing An Academic Paper .....   | 4  |
| Academic Research.....            | 5  |
| Plagiarism .....                  | 8  |
| AAA Citation Style.....           | 11 |
| Revising Your Paper .....         | 13 |
| Appendix A .....                  | 14 |
| Three Orders of Revision .....    | 14 |
| Peer Review Form.....             | 15 |
| Appendix B .....                  | 16 |
| Academic Databases.....           | 16 |
| Major Anthropology Journals ..... | 17 |
| Accessing Journal Articles.....   | 18 |

# WRITING EXPECTATIONS

## *A Message to our Students*

The anthropology faculty developed this handbook to help you improve your writing by identifying resources and providing a consistent set of expectations for written assignments in your anthropology classes. San Francisco State University's general education requirements for written English proficiency (composition and GEAR) are the starting points for honing your writing skills. But even after meeting these requirements, most of you will need to continue working on your writing in order to achieve or maintain proficiency.

Every anthropology course above the 100-level requires at least one research paper, and your writing assignments will become increasingly complex as you complete your upper division courses. Some students believe they should primarily be graded on the "great ideas" in their paper with little weight given to structure and grammar, but poorly constructed arguments seldom hide deep intellectual insights. The very process of organizing a paper helps you organize your thoughts and can reveal logical weaknesses.

Thorough editing exposes imprecise language that often reflects imprecise understanding. Even if you are starting with compelling ideas and arguments, they are of little value if you cannot communicate them clearly. Consequently your writing abilities, including punctuation and grammar, will be a significant part of the grade on your papers in every anthropology class.

The first version of this handbook was distributed in Spring 2014. While instructors may incorporate many of the recommended resources in upper division courses, they may not be completely implemented in every class or there may be pedagogical reasons for not incorporating some recommendations. Nonetheless, many of the resources described here will still be helpful for improving your writing skills even if your instructor does not specifically cite this handbook.

## GETTING ADDITIONAL WRITING HELP ON CAMPUS

If you really struggle with writing, you should take advantage of the tutoring service on campus that can provide you with additional help. Some instructors may refer you to one of these centers if you do not meet a basic level of writing competency. Time slots for tutoring can fill quickly so make sure you start your assignment and arrange an appointment well before your paper's due date.

TASC (Tutoring and Academic Support Center) <https://ueap.sfsu.edu/tutoring>

# WRITING AN ACADEMIC PAPER

## *Recommended Resources*

### STYLE GUIDE

We recommend that all students purchase, read and periodically reread the classic Strunk and White style guide, which can be purchased on-line or at a bookstore for less than \$10.

Strunk, William and White E.B. 1999 *The Elements of Style*. 4th edition. New York: Longman.

Some instructors will reference the numbered points from Strunk and White for you to review when they see specific problems in your writing. While the book has been criticized for being too proscriptive on stylistic points, it remains one of the most concise and helpful guides for inexperienced writers. The emphasis is on clear, strong writing and most of you will benefit from the advice. However, it is not a complete grammar and writing guide so we are recommending additional on-line resources for your reference.

### ORGANIZING AND DRAFTING A RESEARCH PAPER

One of the best web resources for help in writing a research paper is the Writing Center at the University of North Carolina (WC/UNC):

<http://writingcenter.unc.edu/handouts/>

The most useful handouts on the UNC site are under the “Writing the Paper” section; there are better resources for the rules of grammar and punctuation that are referenced in the next section. We recommend that you review the following writing guides for help with specific problems that you have in your writing.

- Having problems getting started? Read [Brainstorming](#), [Thesis Statements](#) and [Introductions](#)
- Are you still writing five-paragraph themes? Read [College Writing](#)
- Do you get feedback suggesting your paper is poorly organized? Read [Reorganize Drafts](#)
- Do you have underdeveloped arguments or lack evidence for your points? Read [Argument](#)
- Do you have weak conclusions? Read [Conclusions](#)

### GRAMMAR AND PUNCTUATION SITES

There are many grammar and punctuation sites on the web and some are more useful than others. We recommend [Purdue Owl](#) as your primary on-line resource. Use the menu in the left-hand column to navigate to sections on grammar and punctuation.

You can follow Grammar Girl’s blog for writing tips and search the archives for lively, clear explanations of common grammatical errors: <http://grammar.quickanddirtytips.com/>

## ACADEMIC RESEARCH

### *Sources and Literature Reviews*

Few papers that you write in college depend entirely on your own experience, opinion, or creative imagination. Instead they require you to review the literature on a topic and provide sources for background information and statements of fact. Reading the relevant literature on a topic is the first step in writing your paper, coming before you develop a thesis and outline. But not all sources meet the standards for an academic paper, and you need to understand which sources are and are not acceptable.

### SCHOLARLY LITERATURE AND SOURCES OF EVIDENCE

The types of written sources that are appropriate to cite in academic research and class assignments can vary depending on the field of study and the topic, but you need to understand some basic distinctions to make these determinations. A scholarly source is written and approved by individuals and groups with expertise in a particular field of study and includes articles in peer-reviewed journals and academic books. Inclusion in academic publications does not mean that the source is infallible; it just carries greater weight than a popular source, which can be written by individuals with no particular expertise on a topic such as journalists or bloggers.

Popular sources are not always unreliable, but they are almost always too superficial for academic work. You should seek the most expert source possible, and you will be expected to rely heavily on scholarly sources for most of your papers. You may have specific reasons for citing a popular source - as an object of analysis for example - but always discuss it with your instructor if you are unsure of a source's acceptability. For further discussion of scholarly sources and when it might be appropriate to use a popular source see: <http://ctl.yale.edu/writing/using-sources/scholarly-vs-popular-sources>

Sources of evidence that support arguments can also be distinguished as primary, secondary, or tertiary. This scheme indicates how "close" the source is to the actual data or event. Thus, a research article describing and analyzing data collected by the author(s) is a primary source, an article that reviews all the prior research on a specific topic is a secondary source, and many textbooks that synthesize broad concepts of a field are considered tertiary sources (although some "textbooks", especially for upper division college courses, may be secondary). Encyclopedias, dictionaries, and handbooks are tertiary sources that should be used rarely and only for a specific purpose.

In some types of research, a primary source might not fall under the standard definition of "scholarly". For example, if you were researching a historical event, a "primary" source might be diaries and newspaper articles written at the time of the event. You should always try to cite the source closest to the data and most instructors will expect you to rely most heavily on primary or secondary sources. For more information on what constitutes a primary, secondary, or tertiary source see: <https://odyssey.lib.vt.edu/files/original/657260b510765575bbcb7674d7e783a1862c3244.pdf>

### WEB SOURCES

Only a small number of websites can be considered scholarly and even fewer can be considered primary or secondary sources. As with print sources, it will depend on the type of resource and the nature of your research. If you need historical information on the demography of the Bay Area, digitized databases of death records from a county government website would be a primary source. More of the primary

“archival” sources are becoming accessible on-line, and they are perfectly legitimate to use. Nonetheless, special care must be taken to evaluate the reliability of web sources. If there is no clear authorship by an individual or organization on a website, you should not cite it as a source. The information is likely to be either unreliable or plagiarized from another source. Even when information is published on the professional homepage or blog of an expert in the field, it has not gone through the peer review or editorial process of most scholarly sources. Consider citing the individual’s academic publications instead.

You probably noticed that there are no hard and fast rules for deciding what literature is considered scholarly or for distinguishing among primary, secondary and tertiary sources. Making the right decision may be context-specific or require some judgment about the expertise of an author or organization. It does get much easier when you are familiar with the scholarship in a field, and you should always ask your instructor if you are not sure about a source.

## PREDATORY PUBLISHERS

Some journals are web-only publications that do have a rigorous peer-review process, e.g., PLoS One: <http://www.plosone.org/home.action>. These sources are equivalent to a traditional academic print journal and would count as primary, scholarly sources. However, you will have to be quite careful if you are not familiar with a particular on-line only “academic journal”. The low overhead costs for on-line publication have resulted in the proliferation of fake or “predatory” journals. They publish papers for hefty fees from the authors with little or no peer-review or editorial oversight ([see Vox news article](#)). Some predatory journals imitate the name of legitimate journals and have professional looking websites so you can be fooled if you are unfamiliar with a field. Using an academic database that only indexes legitimate journals can help you avoid predatory publishers as can learning which journals are respected in the field ([see Major Journals in Anthropology](#)) and knowing some of the major, reputable publishers (e.g., Elsevier, Springer, Wiley, Sage). The following list of selected criteria for identifying predatory publishers is compiled from the [New York City College website](#) and from an unpublished guide by University of Denver librarian Jeffery Beall.

- Vagueness, lack of coherence of journal’s scope: e.g. “Galaxy: International Multidisciplinary Research Journal,” “British Journal of Science”
- Calls itself American Journal of ... when there’s no base in the United States, etc.
- Poor navigation of website, poor or no searchability of content
- Poorly written, ungrammatical, typo-ridden text on website; dead links on website and other signs of a hastily created, poorly maintained web presence
- Articles are also poorly written, ungrammatical and the topics covered are unfocused or do not match with the journal title.
- No editor is given, nor editorial board, editorial staff and/or lacking affiliations.
- The journals have an insufficient number of board members , (e.g., 2 or 3 members) . . .
- There is little or no geographical diversity among the editorial board members, especially for journals that claim to be international in scope or coverage.

- Contact information for editor an/or editorial board not .edu email but rather a gmail or yahoo email address or only web form for contact.
- Peer-review process not explained clearly or in detail
- The publisher does not use standard identifiers such as ISSNs or DOIs or uses them improperly.
- Lack of transparency about the publisher--physical location given on website may not be truthful; Difficulty in verifying the physical address of the publisher.

Example of a predatory journal: [American Journal of Scientific Research](#) - Take a look at this webpage and see how many problems you can spot using the rules listed above.

## RESEARCHING THE ACADEMIC LITERATURE

Research help is available through the “How to guides” and tutorials on the library website: <http://library.sfsu.edu/research-help>. If you are unfamiliar with searching the academic literature, start with the videos on [Finding Articles: The Basics](#) and [Finding Books: The Basics](#).

Other resources for help researching the literature are in Appendix B of this document:

1. [Academic Databases](#) is a list and description of some of the most commonly used literature databases in anthropology.
2. [Major Anthropology Journals](#) are listed by subfield.
3. [Accessing Journal Articles](#) gives you an example of how to locate journal articles with Google Scholar and access subscription journals using your university affiliation.

# PLAGIARISM

## *Quotation, Paraphrasing and Summarizing*

Plagiarism is one of the most serious forms of academic misconduct. Any assignment found to be plagiarized, in whole or in part, will be given an "F" grade. Instances of substantial plagiarism will be reported to the Dean of the College and may be reported to the University Judicial Affairs Officer for further action. To avoid these academic penalties, you must clearly understand what constitutes plagiarism. In the broadest sense plagiarism entails presenting someone else's work as your own by failing to properly acknowledge the source of the ideas or text (review [when to cite sources](#)). Even when you cite all of the sources that you used to write a paper, you can still be guilty of plagiarism if you follow the original text too closely when you paraphrase or summarize. This is sometimes called "inadvertent plagiarism", and it is far more common than word for word copying of a text.

### QUOTATION

In quotation, a sentence or passage is copied word for word from a source. You must use quotation marks around shorter quotations, giving the author's last name, the year of publication and the page number, e.g., (Einstein 1905:639). Quotations of 50 words or more (block quoting) must be single spaced, indented and followed by the author's last name, year of publication and the page number.

Quotations should only be used when the author has presented the idea in a particularly elegant and original way and when the entire passage is pertinent to your own work. Over-quotation commonly results in little analysis of the work, poor integration of multiple sources, and incoherence due to choppy and disjointed writing. Students tend to over-quote when they do not give themselves enough time to write the paper or they don't understand what they are reading. As a general guideline, quotations should be 10% or less for most papers. There may be some exceptions to this guideline, e.g., when you are critically analyzing and interpreting a particular literary work, but it will apply to most research papers.

### PARAPHRASE VS. SUMMARY

In a paraphrase or summary you present an author's ideas in your own words so you do not use quotation marks. A paraphrase retains the ideas of the author in a passage that is about the same length as the original. A summary is shorter than the original work because you are choosing the key points to present. A summary or paraphrase that just changes a couple words while retaining the same structure and phrasing is still plagiarism even if you provide the citation.

### HOW TO SUMMARIZE AND PARAPHRASE

You can run into trouble summarizing and paraphrasing when you try to write as you are reading the original work. If you are working on a computer, you might also be "taking notes" by copying and pasting key phrases into a draft document. Whenever you do this, you run the risk of inadvertent plagiarism. Before you begin writing, you should have read, analyzed, and digested the contents of the papers you will be drawing from and most of your notes should already be written in your own words (except passages marked for quotation). Review the examples of inadvertent plagiarism on the next page and on the website link. If the differences are still not clear, talk to an instructor.



Example from: Troyka LQ and D. Hesse 2009 Simon & Schuster Handbook for Writers. 9ed. Upper Saddle River, NJ: Pearson, 35j. <http://wps.pearsoncustom.com/wps/media/objects/3388/3469470/ch32.pdf>

SOURCE: Goleman, Daniel. Emotional Intelligence. New York: Bantam, 1995. 9. [This source information is arranged in MLA documentation style.]

#### ORIGINAL (GOLEMAN'S EXACT WORDS)

These two minds, the emotional and the rational, operate in tight harmony for the most part, intertwining their very different ways of knowing to guide us through the world. Ordinarily there is a balance between emotional and rational minds, with emotion feeding into and informing the operations of the rational mind, and the rational mind refining and sometimes vetoing the inputs of the emotions. Still, the emotional and rational minds are semi-independent faculties, each, as we shall see, reflecting the operation of distinct, but interconnected circuitry of the brain.

In many or most moments, these minds are exquisitely coordinated; feelings are essential to thought, thought to feeling. But when passions surge, the balance tips: it is the emotional mind that captures the upper hand, swamping the rational mind.

#### UNACCEPTABLE PARAPHRASE (UNDERLINED WORDS ARE PLAGIARIZED)

The emotional and the rational parts of our mind operate in tight harmony for the most part as they help us make our way through our lives. Usually the two minds are balanced, with emotion feeding into and informing the operations of the rational mind, and the rational mind refining and sometimes overruling what the emotions desire. Still, the emotional and rational minds are semi-independent faculties, for as research shows, although they function separately, they are linked in the brain.

Most of the time our two minds work together, with feelings necessary for thinking and thinking necessary for feeling. Nevertheless, if strong emotions develop, it is the emotional mind that captures the upper hand, swamping the rational mind (Goleman 9).

#### ACCEPTABLE PARAPHRASE

According to Goleman, the emotional and rational parts of our mind work together to help us make our way through our lives. Usually, the two minds have equal input. The emotional mind provides information to the logical mind, and the logical mind processes the data and sometimes overrules emotional desires. Nevertheless, while the two minds show a biological connection in the brain, each can assert some independence. Most of the time our two minds work together, with feelings necessary for thinking and thinking necessary for feeling. Still, if strong emotions develop, passions overrule logical thinking (9). [This citation is in MLA documentation style.]

The first attempt to paraphrase is not acceptable. The writer simply changed a few words. What remains is plagiarized because the passage keeps most of the original's language, has the same sentence structure as the original, and uses no quotation marks. The citation is correct, but its accuracy doesn't make up for the unacceptable paraphrasing. The second paraphrase is acceptable. It captures the meaning of the original in the student's own words.

For more examples of acceptable and unacceptable paraphrasing and summarizing, see: <https://www.indiana.edu/~istd/example1paraphrasing.html>

## AVOIDING INADVERTENT PLAGIARISM

The following steps will help you avoid plagiarism in your writing:

- In the first reading of your sources, you should focus on the work itself not on what you are going to write. You can underline or highlight important points and make marginal notes directly in an article, but at this point you are just trying to understand the topic.
- Once you have some understanding of the topic, you can start refining your thesis, writing your outline, and taking notes on the points you want to use from your sources.
- Use a system of note taking that arranges points by topic rather than by each source (notecards can help). You will be less likely to inadvertently plagiarize and more likely to achieve a true synthesis of the literature instead of an unsatisfactory sequential summary of sources.
- Your notes on sources should be short statements with just enough detail for you to remember the points you need to write your paper. Most notes should already be in your own words.
- Never copy and paste large sections from sources into a new document as a substitute for note taking; you can easily forget what was directly copied. Handwriting notes avoids this problem.
- Statements or phrases taken directly from a source that are intended for quotation should be clearly marked in your notes.
- When you start writing the first draft of a paper, do not look at the original sources. You should only refer to your notes and your outline.
- Review the first draft to make sure the overall structure is logical and coherent and then rewrite as necessary into a second draft.
- After the second draft, you can go back to the original sources to make sure you have not missed or misstated any important points and to ensure that you have not inadvertently plagiarized any sections.

It is also possible to plagiarize oneself. It happens when academic authors submit work to a journal that has been previously published elsewhere. While work can be republished when it is clearly represented as such, most journals are soliciting “original” work so the only way to get the self-plagiarized work accepted is through misrepresentation. In your classwork, we also expect original submissions in most cases. This does not mean you can never submit papers on the same topic in different courses, but they must be unique in terms of their focus, content and analysis. If you are unclear on the official policy as reproduced below, you should discuss it with your instructor.

## ANTHROPOLOGY DEPARTMENT PAPER REUSE POLICY

It is the policy of the Anthropology Department that a student may not submit a paper, essay, film, or other academic work that is the same or substantially the same as work submitted for credit in another course, unless the instructor gives prior permission. Under this policy, “the same” or “substantially the same” is defined in the same manner as plagiarism of another individual’s work. Violation of this policy is considered an act of academic misconduct, and the faculty member to whom the paper is submitted may reduce the grade or not give credit for any recycled or duplicated assignments.

# AAA CITATION STYLE

## *Format for References*

The majority of your anthropology classes will require you to format in-text citations and references following the American Anthropological Association (AAA)'s guidelines. Some courses may require alternative citation styles, and in these cases, you should always follow the directions of your instructor. The AAA reference citation format follows the **author-date** system of the 17th edition of the Chicago Manual of Style (CMS). (The notes and bibliography system of the CMS is NOT the same so make sure you use the correct one).

Examples of in-text and reference citations in the Chicago style are shown below. For source types other than those listed, refer to the on-line [Chicago Manual](#) for guidance. Fairfield University's library has more [citation examples](#).

Purdue Owl has a [sample paper](#) using the Chicago author-date system, but be careful because most of the site is using the notes and bibliography system.

## IN-TEXT CITATION (AUTHOR-DATE STYLE)

In the text, references should be cited with the authors' surname and the year of publication.

- . . . as the 2 species share 75–90% of their vegetable diet (Knogge and Heymann 2003)
- Little (1998) has suggested . . .

If there are more than two authors, only the surname of the first author is given, followed by et al.

- . . . and individual identity in the sender's scent marks (Epple and Smith 1993; Jones et al. 2000: Stanley, Mulligan, and Clark 2004)

If multiple works are cited in support of a statement, they are listed in alphabetical order and separated by semicolons.

- Researchers have proposed several hypothetical functions (Boinski 1992; Campos et al. 2007; Miller et al. 2008)

For direct quotations, separate the page number from the year with a comma.

- (Miller et al. 2008, 5)

Personal communications are usually cited in the text only and not in the references cited list.

- (Dorothy Keeper, conversation with author, April 19, 2013)
- (John Stewart, email message to author, July 22, 2016)

## REFERENCES CITED

The complete information for your sources is given in a “References Cited” section at the end of your paper. While a bibliography includes all sources you consulted, a References Cited list only includes works directly cited in the main text. The works you cite are listed in alphabetical order by author surname in the reference list.

*Journal Articles (two authors - note the surname goes first for the first author only):*

Wrangham, Richard W., and Luke Glowacki. 2012. “Intergroup Aggression in Chimpanzees and War in Nomadic Hunter-Gatherers.” *Human Nature* 23 (1): 5–29.

*Books and Monographs:*

Bernard, H. Russell. 1995. *Research Methods in Anthropology: Qualitative and Quantitative Approaches*. Lanham, Maryland: AltaMira Press.

*Book Chapters:*

Pearson, Osbjorn M., Timothy R. Petersen, Vitale S. Sparacello, Shamsi R. Daneshvari, and Frederick E Grine. 2014. “Activity, ‘Body Shape,’ and Cross-Sectional Geometry of the Femur and Tibia.” In *Reconstructing Mobility*, edited by Kristian J Carlson and Damiano Marchi, 133–51. Boston, MA: Springer US.

*Website blog entries/articles with author and date of posting:*

Callaway, Ewen. 2011. “Primate Research Gets Provisional Thumbs-up in UK Review.” *Nature News Blog*, July 11. [http://blogs.nature.com/news/2011/07/primate\\_research\\_gets\\_provisio.html](http://blogs.nature.com/news/2011/07/primate_research_gets_provisio.html).

*Website content with author and date last modified:*

Cawthon Lang, Kristina A. 2011. “Primate Factsheets: Black spider monkey (*Ateles paniscus*) Taxonomy, Morphology, & Ecology.” Last modified November 11. [http://pin.primate.wisc.edu/factsheets/entry/black\\_spider\\_monkey](http://pin.primate.wisc.edu/factsheets/entry/black_spider_monkey).

*Website, Organizational (no individual author), no date for last modification uses the year and date the content was accessed:*

University of Wisconsin. 2013. “Primate Factsheets: Allen’s Swamp Monkey.” Accessed April 15th [http://pin.primate.wisc.edu/factsheets/links/allenopithecus\\_nigroviridis](http://pin.primate.wisc.edu/factsheets/links/allenopithecus_nigroviridis).

# REVISING YOUR PAPER

## *Rewriting, Editing and Proofreading*

You should spend more time revising a paper than writing the first draft, which means you need to start the paper early. Even experienced writers produce what Anne Lamott calls “shitty first drafts”:

Now, practically even better news than that of short assignments is the idea of shitty first drafts. All good writers write them. This is how they end up with good second drafts and terrific third drafts. People tend to look at successful writers who are getting their books published and maybe even doing well financially and think that they sit down at their desks every morning feeling like a million dollars, feeling great about who they are and how much talent they have and what a great story they have to tell; that they take in a few deep breaths, push back their sleeves, roll their necks a few times to get all the cricks out, and dive in, typing fully formed passages as fast as a court reporter. But this is just the fantasy of the uninitiated. I know some very great writers, writers you love who write beautifully and have made a great deal of money, and not one of them sits down routinely feeling wildly enthusiastic and confident. Not one of them writes elegant first drafts. All right, one of them does, but we do not like her very much. [Lamott 1994:5, from *Bird by Bird: Some Instructions on Writing and Life*. New York: Pantheon.]

So how do you get from your first draft to a polished paper? You will need to systematically go through several stages of revision, editing, and proofreading. The links below provide strategies for the revision process. If you want a detailed guide for revising your paper, see the three orders of revision checklist in Appendix A.

- The first step may require extensive rewriting and should focus on the overall organization, structure, and arguments. Read [Reorganizing Drafts](#) for strategies to use in your early revisions (First and Second Order Revision).
- Once you are satisfied with the structure and content, you still need to proofread and edit your paper, which will mean carefully rereading and revising it several more times. Read [Editing and Proofreading](#) (Third Order Revision).
- From an instructor’s perspective, the most frustrating papers to grade are those with obvious errors. Sentences are not only ungrammatical but also nonsensical with words left out, incomplete sentences, and awkward constructions. Yet even an inexperienced writer can easily catch these errors if they read their drafts aloud. See [Reading Aloud](#).

## PEER REVIEW

Some instructors will use a formal peer review process in class to help you improve your papers. Writers can be “too close” to their own work and overlook problems that are obvious to an outside reader. If your class is not doing formal peer review, you can still ask your classmates, peers, or other “thoughtful” readers for feedback on your writing. Consider the kind of help you need and choose a reader who has the skills to assist you. Do you want to know if the overall structure makes sense and if your arguments are convincing? Or do you need someone who can help with grammar and punctuation? If you are working outside of class, you may find the [peer review form](#) in Appendix A helpful to getting started and prompting focused comments from your reviewer.

## APPENDIX A

### THREE ORDERS OF REVISION

(adapted from Anth 305GW handouts by Sarah Bakker)

You should reread your paper THREE TIMES, paying attention to the three orders of revision.

#### **First Order of Revision: Conceptual development**

- Is your thesis scholarly (i.e. explanatory) rather than polemical and is it backed up with sufficient evidence?
- Is your argument made up of logically valid and supportable premises?
- Do you make your reasoning process apparent throughout your paper?
- Does each point you raise in each paragraph relate back logically to your main thesis?
- Do you make ANY claims of any kind that are not supported by concrete evidence? Have you provided in-depth, thoughtful analysis of each piece of evidence you provide?
- Are all your terms defined and assumptions spelled out?

#### **The Second Order of Revision: Logic and Organization**

- Does your thesis guide the development of your argument?
- Does your reader know where you are in your argument at all times?
- Does your introduction sign-post the logical steps of your argument, and does your conclusion synthesize it? Does your conclusion make clear the broader implications of your argument or suggest further questions raised by your analysis?
- Is the body of your paper organized so that each point builds on the last, in a way that logically follows the structure of your argument?
- Do you devote one idea per paragraph?
- Are there clear transitions between each paragraph, sign-posting exactly where you are in your argument and why?

#### **The Third Order of Revision: Language and Clarity**

- Are your sentences written in a simple and direct style, or are they long and convoluted? Have you edited out any fancy-sounding jargon that obscures your point? Have you broken down long, complicated sentences into shorter, more readable sentences? Have you made sure your subject is always at or near the beginning of the sentence, closely followed by its verb, or do you have to reread your sentences to figure out who is doing what?
- Is each of your paragraphs internally cohesive, so that every sentence follows naturally from the previous one? Have you edited for concision (i.e. deleted all unnecessary words)?
- Have you proofread for correct usage (grammar)? For typos? If you are uncertain about the rules, have you visited the writing center for extra guidance?
- Have you read your paper out loud to yourself, or given it to someone else to read?

## PEER REVIEW FORM

(adapted from Anth 305GW handouts by Aviva Sinervo)

|   |  |
|---|--|
| Instructions: In addition to your editorial comments on the paper, please answer the following questions in one or two sentences. |  |
| Summarize the most interesting aspect of the paper.   |  |
| Is the thesis clear and interesting?  |  |
| Comment on any problems in the paper's overall organization and/or structure. Is it logically organized with clear transitions?   |  |
| Comment on the overall arguments and ideas. Are they clear, compelling, and fully developed?                                      |  |
| Comment on the use of evidence to support the arguments. Are there enough details and appropriate citations?                      |  |
| Do you have any final questions about the author's analysis or counterarguments that are not addressed?                           |  |
| Are the conclusions fully developed and supported by the analysis in the body of the paper?                                       |  |

## APPENDIX B

### ACADEMIC DATABASES

#### USEFUL DATABASES FOR ANTHROPOLOGY

To locate journal articles, you need to search the appropriate databases. The library website and has a full list of the databases available through SFSU, and an [anthropology-specific list](#). You should search multiple databases to get complete coverage of works relevant to your topic.

**Anthropology Plus** covers most of the major journals specific to anthropology. *Pros:* Includes coverage of the major cultural anthropology and archeological journals. *Cons:* Does not cover some of the biology and medical journals that are important to biological anthropologists.

**Academic Search Complete** covers the sciences, social sciences, and humanities. *Pros:* One of the most comprehensive databases with good coverage of disciplines related to anthropology. *Cons:* Does not cover some of the most specialized journals.

**PubMed** is not listed under the anthropology subject in the library list of databases, but you can it using the “Browse Databases” or “Search for Database Name” boxes. *Pros:* Includes coverage of the biological journals, medicine, genetics, and major biological anthropology journals such as American Journal of Human Biology and American Journal of Physical Anthropology. *Cons:* Limited coverage of the social sciences and humanities such as cultural anthropology and archaeology.

**Project Muse** is not listed under the anthropology subject in the library list of databases, but you can search for it or look it up by name in the database list. *Pros:* Covers social sciences, humanities and some biological science. *Cons:* The science and biological anthropology sources are very limited; it is sometimes difficult to search.

**Google Scholar** is a specialized subdivision of the Google search engine. It will only search the scholarly/ research articles and databases rather than accessing all websites and other nonacademic resources. *Pros:* One-stop shopping with coverage of all academic areas; easy to find related articles or newer articles that cite a specific source. *Cons:* It can be difficult to narrow search results if you are inexperienced because the range of the literature covered is broad. There are limited choices on how to sort articles so the first listed may not be the most relevant. Predatory publishers or other unverified sources that are not true peer-reviewed, “scholarly” articles have been included in the results, although they have cleaned out some of these sources recently. Setting limits by date works poorly because it uses the date it was uploaded to the web rather than the date of publication, i.e., older references sort as recent literature.

**Web of Science** is not listed under the anthropology subject in the library list of databases, but you can search for it or look it up by name in the database list. *Pros:* Multidisciplinary, the name can be misleading because the database does include coverage of many Humanities and Arts journals. *Cons:* Journals are included based on “impact” factors, which excludes many small, specialized journals that are nonetheless important.



# MAJOR ANTHROPOLOGY JOURNALS

This list covers the main journals with the broadest range of topics and highest citation indices. There are many other reputable journals that are more specialized either topically or regionally.

## GENERAL

- American Anthropologist
- Annual Review of Anthropology
- Current Anthropology
- Journal of Anthropological Science
- Journal of Anthropological Research

## ARCHAEOLOGY

- American Antiquity
- American Journal of Archaeology
- Antiquity
- Archaeological and Anthropological Sciences
- Archaeometry
- Cambridge Archaeological Journal
- Environmental Archaeology
- International Journal of Historical Archaeology
- Journal of Anthropological Archaeology
- Journal of Archaeological Method and Theory
- Journal of Archaeological Research
- Journal of Archaeological Science
- Journal of Social Archaeology
- Journal of World Prehistory
- Public Archaeology
- World Archaeology

## BIOLOGICAL ANTHRO

- American Journal of Human Biology
- American Journal of Human Genetics
- American Journal of Physical Anthropology
- American Journal of Primatology
- Anatomical Record
- Annals of Human Genetics
- Dental Anthropology
- Evolutionary Anthropology
- Evolution and Human Behavior
- Folia Primatologica

- Forensic Science International
- Homo: Journal of Comparative Human Biology
- Human Biology (Wayne State)
- Human Molecular Genetics
- Journal of Anatomy
- Journal of Forensic Sciences
- Journal of Human Evolution
- International Journal of Primatology
- International Journal of Osteoarchaeology
- International Journal of Paleopathology
- Yearbook of Physical Anthropology

## CULTURAL ANTHRO

- American Ethnologist
- Anthropos
- Anthropological Theory
- Critique of Anthropology
- Cultural Anthropology
- Cultural Studies
- Ethnic and Racial Studies
- Ethos
- Ethnos
- Ethnography
- Human Ecology
- Human Organization
- International Journal of Sociology & Anthropology
- Medical Anthropology Quarterly
- Public Culture
- Social Anthropology

## VISUAL ANTHROPOLOGY

- Visual Anthropology
- Visual Anthropology Review
- Visual Studies

## ACCESSING JOURNAL ARTICLES

If you are new to searching for academic articles by topic, you should start by watching the library videos for [finding articles](#). This tutorial is for Google Scholar, which covers all academic fields so you will need to be more skilled to narrow your results. You will also need to be more aware of potential predatory publishers in the results, because Google Scholar does not screen for quality in the same way as other academic databases.

A few e-published journals such as PLoS One or Proceedings of the American Academy of Science are open access and anyone can download full-text articles for free. Articles in other journals are subscription based. When you are on-campus, you can access articles when SFSU has an institutional subscription to the journal. If you are off-campus you will not be able to access subscription articles unless you are logged in through a library account. You should not have to pay for any academic articles, but how you access them varies depending on the library subscriptions.

### IF YOU ARE OFF-CAMPUS

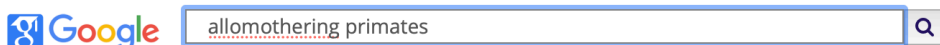
1. Go to the [library website](#), log-in and then select from the list of databases. The search and article retrieval demonstrated here will use Google Scholar (red arrow), but you can use any of the listed databases. If you are not logged in, you will be prompted to do so before you proceed. Once you are logged in, you will be able to access articles for free if SFSU has a subscription to that particular journal.

The screenshot shows the J. Paul Leonard Library website. The header is yellow with the library name and social media icons. The left sidebar contains navigation links like 'About', 'Find Articles Books +', 'Research Help', 'Collections', 'Places', 'Technology', and a search bar. The main content area is titled 'Find Articles & More in Databases' and includes a description of the library's resources. Below this, there are two main sections: 'Browse by Subject or Department' with a dropdown menu and a 'Go' button, and 'Popular Databases' which lists several databases including Academic Search Complete, Academic Video Online: Premium, Business Source Complete, Google Scholar, JSTOR, and Newsstand (ProQuest). A red arrow points to 'Google Scholar' in the 'Popular Databases' list. At the bottom, there is an 'A-Z Database List' with a 'View All' link.

2. Type your search term into the box and click on the search icon (magnifying glass). In the example we are looking for works on allomothering in primates.

## Go to Database

Provides a simple way to do a broad search for scholarly literature, including peer-reviewed papers, theses, books, abstracts and articles.

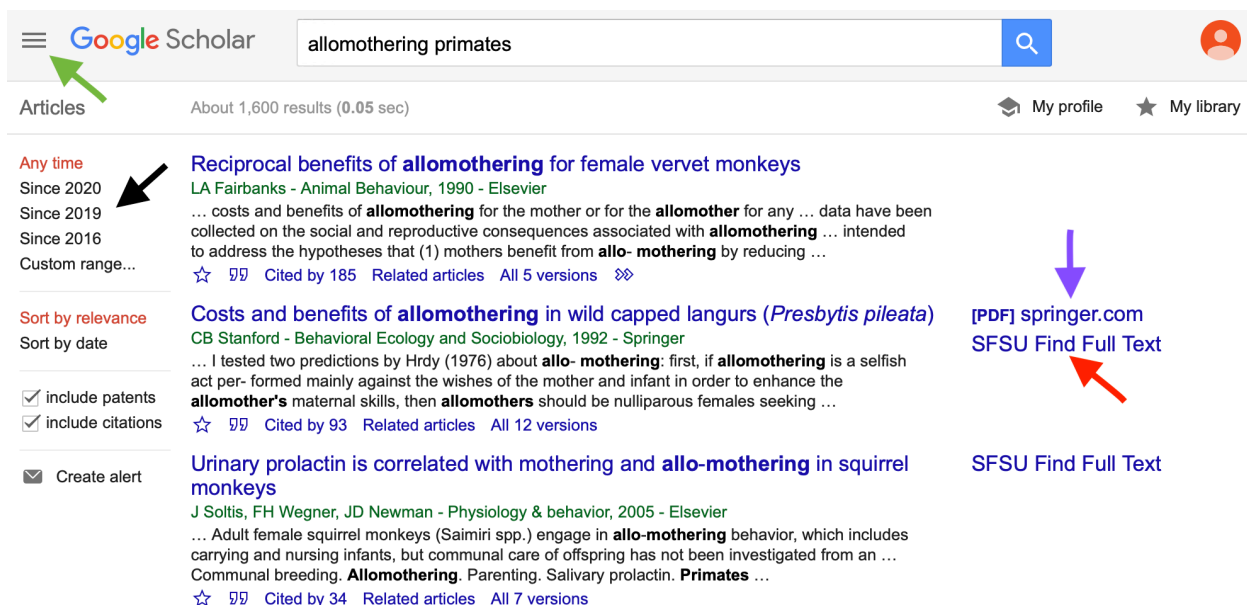


Click on the SFSU: Find Full Text link to quickly determine whether you can access the complete document through one of the electronic resources available in the Library.

### Link SFSU Library to your Google Scholar account

If you use Google Scholar off campus and don't find "SFSU Find Full Text" link. [Click here to add SFSU library to your account](#) and press Save.

3. Notice that the search results have returned over 1,000 articles related to the topic. The most relevant are listed first and those toward the end of the list will only be tangentially related. However, you can further limit your search by adding search terms, using the year of uploading to the web on the left side of the screen (black arrow) or by clicking the tray menu on the upper left (green arrow) and selecting advanced search.
4. If you do see article of interest in the list, you will be able to access some PDFs by clicking on the article title or through a .pdf link on the right (purple arrow). If you still can't get access, click on SFSU: Find Full Text (red arrow).



Google Scholar

allomothering primates

Articles About 1,600 results (0.05 sec)

My profile My library

**Any time**  
Since 2020  
Since 2019  
Since 2016  
Custom range...

**Sort by relevance**  
Sort by date

☒ include patents  
☒ include citations

☒ Create alert

**Reciprocal benefits of allomothering for female vervet monkeys**  
LA Fairbanks - Animal Behaviour, 1990 - Elsevier  
... costs and benefits of **allomothering** for the mother or for the **allomother** for any ... data have been collected on the social and reproductive consequences associated with **allomothering** ... intended to address the hypotheses that (1) mothers benefit from **allo- mothering** by reducing ...  
☆ Cited by 185 Related articles All 5 versions

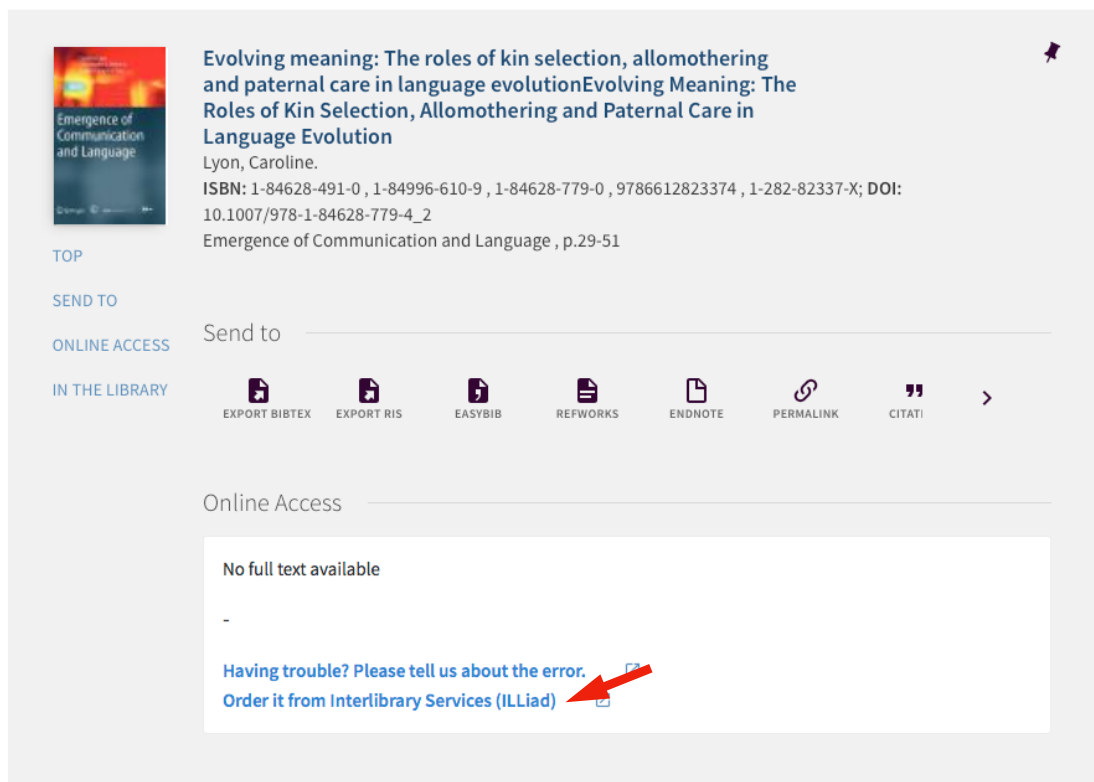
**Costs and benefits of allomothering in wild capped langurs (Presbytis pileata)**  
CB Stanford - Behavioral Ecology and Sociobiology, 1992 - Springer  
... I tested two predictions by Hrdy (1976) about **allo- mothering**: first, if **allomothering** is a selfish act per- formed mainly against the wishes of the mother and infant in order to enhance the **allomother's** maternal skills, then **allomothers** should be nulliparous females seeking ...  
☆ Cited by 93 Related articles All 12 versions

**Urinary prolactin is correlated with mothering and allo-mothering in squirrel monkeys**  
J Soltis, FH Wegner, JD Newman - Physiology & behavior, 2005 - Elsevier  
... Adult female squirrel monkeys (Saimiri spp.) engage in **allo-mothering** behavior, which includes carrying and nursing infants, but communal care of offspring has not been investigated from an ... Communal breeding. **Allomothering**. Parenting. Salivary prolactin. **Primates** ...  
☆ Cited by 34 Related articles All 7 versions

[PDF] springer.com  
SFSU Find Full Text

SFSU Find Full Text

5. **SFSU: Find Full Text** will give you links to online-access or direct you to physical copies in the library when available. If the library does not have access through either of these methods, it will be indicated and you can order it through ILLiad (red arrow). Articles sent in an electronic format are usually received within one or two days, but it can take a week or more so start your research early.



**Evolving meaning: The roles of kin selection, allomothering and paternal care in language evolution**  
**Evolving Meaning: The Roles of Kin Selection, Allomothering and Paternal Care in Language Evolution**  
 Lyon, Caroline.  
 ISBN: 1-84628-491-0 , 1-84996-610-9 , 1-84628-779-0 , 9786612823374 , 1-282-82337-X; DOI: 10.1007/978-1-84628-779-4\_2  
 Emergence of Communication and Language , p.29-51

TOP

SEND TO

ONLINE ACCESS

IN THE LIBRARY

EXPORT BIBTEX EXPORT RIS EASYBIB REFWORKS ENDNOTE PERMALINK CITATI >

Online Access

No full text available

-

[Having trouble? Please tell us about the error.](#)

[Order it from Interlibrary Services \(ILLiad\)](#)

6. After accessing a relevant article, you can continue looking through the search results for other articles, or you can click on the Related Articles link (purple arrow). Another option is to click on the Cited By ... link (red arrow) to find more recent articles that have cited the article of interest.

### [Allomothering behaviour of New and Old World monkeys](#)

M Kohda - [Primates](#), 1985 - Springer

**ABSTRACT** The holding or transferring of newborn infants at less than 1 month old by individuals other than the mothers was studied in 24 species of New and Old World monkeys under captive conditions. The observed monkey species could be divided into two types. Group A ...

[Cited by 12](#) - [Related articles](#) - [All 2 versions](#)

## IF YOU ARE ON-CAMPUS

Research article searches are the same as when you are off-campus, but you do not have to log in to the library website to get free access. If you have the exact reference you want, one option is to navigate directly to the journal website. In searches to locate relevant articles, you may still want to navigate to the library website for the list of databases, or if you know the database you want to use (like PubMed), you can search for and access them directly in your browser.