


Anthropology Capstone Workbook

**A pre-course workbook for
AN315 Senior Seminar in Anthropology
Block 5 Spring 2027**

(Required work for your capstone proposal and counts toward your final grade in AN 315)

Revised February 2026

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Preface

Developing a capstone project is both exciting and daunting. The process of creating a capstone is meant to provide you with a culminating academic experience in anthropology that will allow you to dive into an area of anthropology that is particularly interesting to you. However, deciding on a research topic, designing a solid project, analyzing data, and communicating your findings all present their own challenges. This pre-course workbook is meant to guide you through the initial stages of the process. It is recommended that you use it alongside of conversations with your faculty advisor(s). Many of the exercises should be useful in helping you organize your thoughts prior to meetings with your advisor and can lead to more productive and efficient discussions.



Acknowledgements: The Department of Anthropology would like to thank the Colket Center and the Writing Center, especially Dr. Traci Freeman, Dr. Kat Bell and Roy Jo Sartin (M.A.) for their help in the development of this workbook and the AN 315 course, and for providing excellent assistance to anthropology capstone paper writers.

Step 1: Which Capstone Project Format Is Right For You?

(Work on this in block 6 of Junior year)

Types of Capstone

Students may choose to develop a traditional thesis, a longer academic paper that develops an academic argument based on the analysis and presentation of evidence (35 to 50 pages in length). Students may also choose to pursue project options that fall outside of a traditional thesis paper format. Examples include a museum exhibition, film, or applied project accompanied by a shorter academic paper. The appropriate project type should be chosen in consultation with your faculty advisor(s). Regardless of project type, all students should follow the general guidelines outlined in the following pages.

Questions to consider as you select a capstone path:

1. What are my goals for my senior year at CC? _____

2. What are my goals for the first few years after CC? Do they include graduate school? _____

3. What academic and non-academic time commitments do I anticipate in my senior year? _____

4. What special skills or training do I have that I would like to draw from for my capstone project? _____

5. Given the above and in consultation with my academic advisor, I elect to pursue the following

capstone type _____

Step 2: Finding Your Topic

(Work on this in block 6 of Junior year)

Read through Appendix One- "Thesis writing basics: choosing an undergraduate thesis topic," located at the back of this pre-course workbook and chapters 3 - 5 in *The Craft of Research*. Brainstorm your topic using the following prompts (the following was developed by staff in our excellent Writing Center!).

1. Brainstorm potential topics for your capstone project, based on your personal interests. What topics or questions are you most interested in from your classes? What has sparked a passion/curiosity for you?



2. Narrow those topics to 2 - 3 that encompass what you're MOST interested in pursuing and discussing with your potential capstone project advisor(s).



Potential Topic 1:

Potential Topic 1:

- What is interesting about this topic, in general?
- How did I become aware of this topic?
- Why does this topic interest me?
- Who else cares about this topic? Who else has written about this topic?
- Why should people care about this topic?

Potential Topic 2:

- What is interesting about this topic, in general?
- How did I become aware of this topic?
- Why does this topic interest me?
- Who else cares about this topic? Who else has written about this topic?
- Why should people care about this topic?

Potential Topic 3:

- What is interesting about this topic, in general?
- How did I become aware of this topic?
- Why does this topic interest me?

- Who else cares about this topic? Who else has written about this topic?
- Why should people care about this topic?



More Ideas and information from the Writing Center:

What makes a “good” thesis?

- ✓ Originality
 - What’s new about my study?
 - What gives this a fresh perspective?
- ✓ Relevance
 - How does this fit the discipline?
 - How am I adding to the field?
- ✓ Feasibility
 - What’s the scope of my study?
 - What kind of time do I have?
- ✓ Ethics
 - What are the standards governing my research?
 - What might be at risk in my research?
- ✓ Passion
 - What do I enjoy studying?
 - Where do I want to go with this work?

Remember, you’ll be working with this topic for some time. The more invested you are, the happier you’ll be with the work you’re doing.

Savage Chickens

by Doug Savage



The chicken is not writing a good thesis. Don't be like the chicken.

CC has sample capstone papers online? What!?!

To get to the online capstone/thesis papers, select this link to reach digitalCC <https://digitalcc.coloradocollege.edu/>. Search “Anthropology theses” for Anthropology capstone papers. You can also enter keywords for your particular capstone topic(s) of interest to find theses in other programs that may be of use to you.

Step 3: Identifying Potential Capstone Advisors

(Work on this in block 6 of Junior year in consultation with your academic advisor)

Read Appendix Two- “Thesis writing: the basics” paying special attention to step three and the recommendations for considering who might make a great advisor for your capstone project.

1. Given their research expertise, which of the anthropology faculty might be a good fit for advising your capstone research topics?

Topic 1: _____

Topic 2: _____

Topic 3: _____

2. Next, factor in other considerations. Maybe some faculty will be on sabbatical during the upcoming academic year, others have a communication style that is similar to yours, or you have worked successfully with certain faculty on past projects.

Rank the faculty in terms of their appropriateness for advising your possible capstone topics:

1. _____

2. _____

3. _____

4. _____

5. _____

Schedule an appointment to discuss your research topics with the advisor that you identified as being the most appropriate. Bring your 2 – 3 research topics to that meeting and discuss your ideas. If it doesn't seem like a good advising "fit," schedule meetings with the next faculty member on your list. Even if a faculty member may seem like an excellent choice for your project from your perspective, be prepared that you may be assigned another advisor as the department may need to adjust capstone advising workloads based on other constraints.

3. Finally, decide on the topic that you want to work with and the specific question that you want to answer:

Step 4: Writing A Proposal

(Work on this in block 6 and 7 of Junior year)

Proposal Deadline: 2nd Friday of Block 7 in your Junior year. Successful completion of both your research proposal and your pre-course workbook materials will count toward your grade in AN 315. Your capstone project and any project funding you may request cannot be approved without a full proposal.

- The proposal will include:
- 1) Brief statement (300 word maximum) summarizing your proposed research project that includes a statement of the research problem, your research question(s) and/or hypothesis, and overall significance of the project.
 - 2) Brief literature review (approximately 2 pages) that summarizes previous research on the topic and states how your project will expand on this research.
 - 3) Evidence of adequate preparation for the research (coursework, etc.).
 - 4) Your research design, including a timeline to complete the capstone work.
 - 5) References formatted to follow the Style Guide of a major journal in your sub-discipline. Consult with your advisor on which Style Guide you should follow.
 - 6) A detailed estimated budget with justification for each item. Please do not limit yourself to asking for funds for “big ticket” items like airfare. Consider requesting funds to purchase small gifts for research participants, funds for fuel for local travel costs, etc. Be thorough.
 - 7) Affirmation that IRB proposals (human subjects) or IACUC (animal subjects) proposals have been submitted, or dates that the appropriate proposal will be submitted prior to beginning research.
 - 8) List of top two advisors (1 = first choice, 2 = next best choice) with whom you would like to work on this project.

Please note that your research topic can change (this can happen to any researcher!). Changes to your capstone project after submission of your proposal (e.g. change in research methods, shift in research site) should be approved by your capstone advisor(s). Keep in contact with your capstone advisor(s) as your project develops and rely on your advisor as a resource when making decisions about changes or new directions in your capstone research.

So how do you organize your thoughts and begin developing your proposal....?

Introduction / Mini Literature Review

What's your topic? (be as specific as possible)	
What does the current research say about your topic?	
What gaps are present in the research?	
Which, if any, prior studies guide your particular project?	

Purpose/Significance

What specific gaps in the research will your study fill? (develop with synthesized information)	
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<p>Why is your research/methodology/potential outcomes important to anthropology and other relevant fields of study?</p>	
--	--

Research Problem

<p>What are your research questions?</p>	
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<p>Do you have expected/anticipated results (i.e., a hypothesis that will be tested through your research or research propositions)? If so, what are your expected/anticipated results?</p>	
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Methods

<p>What is your methodology for collecting and analyzing data?</p>	
--	--

<p>What materials will you need? How much will they cost? If you need equipment, can any of this equipment be borrowed?</p>	
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Why is your methodology valid?	
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Step 5: Long-term Planning and Logistics

(Work on this in blocks 7 and 8 of your Junior year)

Once the department has reviewed your proposal, you will receive notification regarding approval of your project, status of funding requests, and notifications regarding capstone advising. Other considerations that you need to work on include thinking about other funding opportunities, ethical research, and scheduling.

Concurrent with writing your proposal:

- 1) If a large amount of funding is needed for your project, you may be advised to apply for Venture grant or other funds in addition to the department's Jones Fund. For Venture grant funding, you may need to submit applications in multiple funding cycles in order to receive Venture funds. Consider your funding application timeline along with your research timeline.
- 2) Begin thinking about how to do your research ethically and apply for IRB and/or IACUC approval. Application directions and other resources can be found online by searching for "IRB" or "IACUC" from the CC webpage to find relevant links. IRB and IACUC staff are excellent resources for helping you do your research to the highest ethical standards, so contact their staff to discuss your project.
- 3) Develop a plan for completing your capstone. Breaking the process into "bite-size chunks" helps you make progress and avoid feeling overwhelmed. Mix and match from the strategies presented in Table 1 below.

Suggestions for scheduling based on what has worked for different students in the past.

	Summer before senior year	AN 450 in fall semester	Thesis adjunct offered by Writing Center in fall of senior year	AN 315	AN 450 in spring semester	Thesis writing half-block or adjunct offered in spring of senior year
Option 1	Collect data, identify professional conference to submit	Analyze data, begin drafting methods and/or lit review		Revise methods and lit review, draft results/discussion	Revise thesis	
Option 2	Collect data	Analyze data	Draft methods and/or lit review	Revise methods and lit review, draft results/discussion		Revise thesis
Option 3	Collect and analyze data	Draft all sections		Revise all sections.		Final revisions

Option 4		Collect data, start analysis	Draft methods and/or lit review, continue data analysis.	Revise methods and lit review, continue data analysis, draft results/discussion	Revise thesis	
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Use these scheduling suggestions in combination with planning discussions with your capstone advisor. Mix and match different strategies. Your planning should keep in mind the following departmental deadlines for capstone projects:

First Monday, Block 7 (Junior Year):

Submit Capstone Workbook responses (pages 4 – 14) to Senior Capstone professor Christina Leza (cleza@coloradocollege.edu) by March 23.

Second Friday, Block 7 (Junior Year):

Submit project proposal and funding request by the second Friday of Block 7 through the following link: https://forms.office.com/Pages/ResponsePage.aspx?id=PLHHz5YSh0OzCF3gj9E8mRGwCe_aGMRCr0v7JPeUfi5UM0RPMjZVQzg3SEZHWjFONThTVU45TVdTMCQIQCN0PWcu

Select the Kathleen Jones Memorial Fund for capstone funding request and proposal submission.

First Friday, Block 6 (Senior Year):

Complete first draft of capstone paper due by email to your capstone advisor(s) by noon.

Second Monday, Block 7 (Senior Year):

Final draft of capstone paper due at noon to your advisor(s).

In addition to holding several workshops, peer reviews, and writing sessions during AN 315 which will allow you to work on your capstone project, remember that you can take up to two blocks of AN 400 and/or AN 450 for Anthropology major credit. Many students have used the AN 450 blocks or thesis adjuncts and half-blocks to give themselves time for capstone project work during their senior year.

In consultation with faculty advisors, outline your plan for capstone project work below:

My plan for capstone research and writing

Summer before senior year	AN 450 in fall semester	Thesis adjunct offered by writing center in fall of senior year	AN 315	AN 450 in spring semester	Thesis writing half-block or adjunct offered in senior year

Meet with your capstone advisor as soon as possible after your capstone proposal has been approved to discuss your capstone research design and your capstone completion plan. You should

also meet regularly with your advisor(s) throughout your Senior year to discuss progress on your capstone project. Work with your advisor to determine an appropriate meeting schedule.

In addition to working on drafts of your capstone project paper in AN 315, you will also begin drafting a capstone project presentation that will be presented to the Anthropology Department in block 8 of your Senior year. In your Senior year, you are also encouraged to present the results of your research at the Colorado Springs Undergraduate Research Forum (CSURF) which is normally held during block 7.

Keep an eye out for additional presentation opportunities that will enhance your professional development and improve your chances of getting into a graduate program (if that's a career goal for you). Professional organizations such as the American Association of Biological Anthropologists, the Society for American Archaeology, the Society for Applied Anthropology, and the Society for Linguistic Anthropology typically hold meetings late in the spring and you may be able to present your research at these conferences. Search their websites for dates and locations of upcoming meetings. Some of these organizations have a late winter submission process for seniors completing their capstone projects.

Step 6: Organizing Notes and Resources

As you begin locating previous research that has been done on your topic, you will start to accumulate many useful sources. In addition to reviewing chapter 6 in *The Craft of Research*, some additional ideas for keeping track of your information:

Managing online material:

- Sign up for a Refworks account through the library homepage. Refworks allows you to create virtual folders in your account and you can store .pdfs of journal articles in folders that are organized by topic. Refworks can also be a useful tool for creating your final bibliography.
- Zotero plugin available at zotero.org is free and also allows you to create folders where you can store links to research articles and include notes on those articles.

Note-taking

- Develop an annotated bibliography. After reading each article, book chapter, etc., put your notes on that resource into one annotated bibliography. This file can be useful to help you locate key sources or information later. Sample formats for an annotated bibliography can be found at:

Purdue OWL: <https://owl.english.purdue.edu/owl/resource/614/03/>

Cornell Library: <http://guides.library.cornell.edu/annotatedbibliography>

- Alternative strategies for note-taking include using colored index cards to take notes in a thematic fashion. For example, you can take notes that relate to theme A on purple notecards, theme B on yellow notecards, etc. The notecards can then be grouped together, laid out in an outline, taped to a wall, etc. in a way that will help you visualize how you might build an argument. The Department can provide you with note-taking supplies like index cards and page marker index tabs on request.

Effective Note Taking

- Keep your topic, thesis statement and audience in mind at all times. Do not take notes on information that does not relate to your topic.
- Write as you read.
 - This is an interactive process, so record anything you feel is relevant to your topic.
 - You will be able to remove notes at a later time as you begin to narrow your focus.
- Put ideas and information into your own words, in the form of summaries.
 - The best way to accomplish this is to read a passage, close or put the source away, think about what you have read and summarize it.
- Be accurate. Make sure to copy a direct quotation word for word with capitalization, spelling, and punctuation as precisely as the original. Be sure that every quotation begins and ends with quotation marks.
- Double check references. Make sure when you create a new note card, you've selected it from the proper source so it is properly tagged.

Step 7: Drafting an Introduction

The introduction sets the stage and introduces the reader to your topic. For those of you writing capstone papers in the natural science tradition (e.g. biological anthropology, archaeology), the introduction is similar to an abstract. See also chapter 16 in *The Craft of Research*.

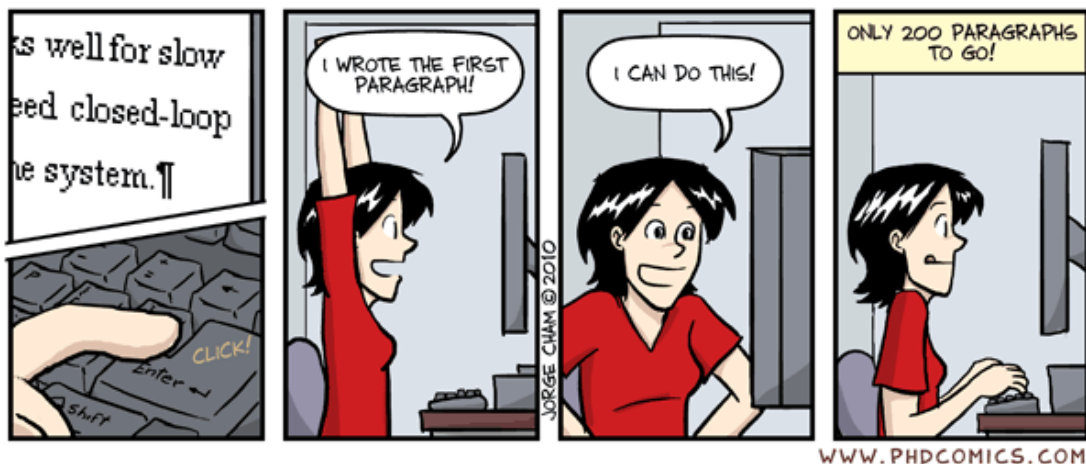
Components to include as you draft your introduction:

- What is the context of the study, within my field? What is the problem/issue I'll be addressing?
- What makes this a timely undertaking of the study? What prompts it at this moment in time and makes it relevant beyond being a question at hand?
- What is the overall purpose of the study? What does it add to the field at large? How does it fit into/extend/contradict current trends in research/answer an existing question?
- What are my research questions?
- What, if any, are my predictions or hypotheses relating to those questions?
- In a nutshell, what methods did I use to explore these questions?
- What is the thesis / academic argument for the project? (If you haven't finished analyzing your data and synthesizing it with the literature in the field, don't worry about this yet).

Note that you will need to return to your Introduction in the final drafting stages to make sure that it is complete and aligned with the remainder of the paper once your remaining sections have been drafted, so do not worry too much about creating a "perfect" introduction as you begin writing. In the first draft stage,

the Introduction is your opportunity to establish a guide for the imagined reader but also yourself as the author about what you seek to accomplish in your paper.

Creating an outline for your capstone is strongly recommended. As you continue to draft, think about using software like Scrivener to help you organize the different sections of your capstone paper. A free trial can be downloaded at: <https://www.literatureandlatte.com/scrivener.php>. You can create as many headings as you need to remind you of what you should write so that your readers can understand your study. You can always reduce the number of headings once you've completed a draft of your paper. The "[Navigation Pane of Microsoft Word](#)" or "[Outline Tool of Google Docs](#)" can also be very helpful for managing the structure of your writing in a long document and help as well with the non-linear way that most of us write (e.g., starting with and moving between evidence sections as you continue your analysis through writing).



Step 8: Drafting a Literature Review

A literature review (or Background) section is where you make connections to and gain inspiration from past and similar research. This is how knowledge is created – beginning with what is known to make progress on revealing the unknown. In this section you will identify anthropological (or similar) theory that helps you and your readers better understand your research question and results. The new understanding of the phenomenon you will be seeking to understand can and should be enriched by the theory and/or previous studies you rely on. These sources are shared with readers in your Literature Review section. See also chapters 12 and 13 in *The Craft of Research*.

A general guideline of what to include in your literature review:

- Introduction
 - Reiterate purpose
 - Preview trends/organization of literature review section
- What are my general topics?
 - What contextual information does my audience need to know?
 - How has this been studied before? What have those authors found?

- What theory am I drawing from?
- What gaps in the literature are present?
- Conclusion
 - How does the literature relate to/inform my study?

The literature review section of your thesis is NOT a glorified annotated bibliography. For example, if your draft of the literature review follows the format of paragraph one = discussion of one author's work, paragraph two = discussion of another author's work, etc. then you are not doing it correctly. Instead, envision all of your authors and sources at a dinner table having a conversation with each other. Pick a theme for each paragraph or subsection. Have the authors converse about that theme. Please note that a specific literature review section is not necessary in all anthropological papers. Many sociocultural and linguistic anthropological papers do not include a literature review section that is separate from other sections of the paper. In some written studies, it may be more appropriate to address relevant background literature in different sections throughout the paper such as in introduction, methodology, and analysis sections. Consult with your advisor(s) if you are unsure of how to organize the review of literature in your capstone paper.

My thesis is written in



Step 9: Drafting a Methods Section

- Introduction
 - In general, what methods and instruments am I using for this study?
 - How and why are those choices appropriate for the study?
- IRB/IACUC/Instruments
 - What permissions did I get?

- How, if at all, did those permissions impact my participant selection?
- Participants
 - Who was included in the study?
 - How were they recruited?
 - Who was excluded & why?
- Evidence collection
 - What was the context/setting for data/evidence collection? (online, in-person interviews at a college, phone interviews from the convenience of the participants' homes, etc.)
 - If there were variations, why?
 - What methods of evidence collection did I use?
 - Why did I choose to collect evidence in this way? What makes this appropriate for the study?
 - What theory/other studies guide my evidence collection?
- Analysis
 - How did I analyze the data/evidence I collected?
 - Consider frameworks
 - Consider quantitative v. qualitative analytic methods
 - What theory/other studies guide my analysis?
- What was my role as the researcher?
 - Is there any bias?
 - How did I remain objective/choose to participate?
- What are the limitations of the methodology?

Step 10: Analyzing your Evidence for Drafting Results and Discussion.

In biological anthropology and archaeology, these are separate sections. In cultural anthropology, these are often combined. Check with your advisor regarding discipline-specific guidelines. Also see chapter 15 in *The Craft of Research* to begin thinking about how to visually represent your data/evidence.

- Introduction

- If you have quantitative data, what do your raw results point to?
 - o Figures/charts help readers understand what you have found
 - o Remember to explain the figures/charts & why that information is important to the study. Look at figures in the Style Guide of a journal that publishes work similar to yours (your capstone advisor can help you identify an appropriate journal).
- What, specifically, do your results mean? How can they be interpreted?
- What are my takeaways from this study? How do my results answer my research questions and/or address my hypotheses?
 - o Get to the 'so what' – why is each takeaway significant to the study and to the field?
- What are the implications of this study on a larger scale?

Note that your capstone research data or evidence should be collected well ahead of AN315. In Block 1 of your Senior year, you should meet with your capstone advisor(s) to discuss where you are at with and/or your plans for data/evidence collection and analysis.



Final Notes: Goal Setting!

This should be done throughout the capstone research and writing process.

During any summer work and thesis blocks, you are encouraged to set both daily and long-term goals. Be realistic! For example, don't plan to do work during a weekend you are traveling for a family event. However, you might want to give yourself a deadline (e.g. # of survey responses analyzed or adding 10 sources to the annotated bibliography) before you travel for that visit.

Below is a sample section from a daily goal-setting sheet for a thesis block:

1 Oct. Monday morning	Monday afternoon	Reflection on Accomplishments
2 Oct. Tuesday morning	Tuesday afternoon	Reflection on Accomplishments
3 Oct. Wednesday morning	Wednesday afternoon	Reflection on Accomplishments

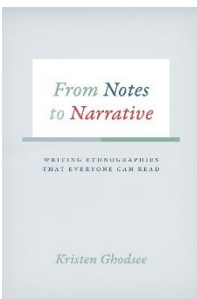
AN315 Senior Capstone Course

The AN315 curriculum is developed by the Anthropology Department in partnership with the CC Career Center. The course is taught by a member of the Anthropology Department Faculty on a rotating schedule. The course is usually scheduled for Block 5 each year. As a result of completing this course with high effort and engagement, you should be able to:

- 1) Complete a draft of your capstone project that you are proud of.
- 2) Improve your writing skills.
- 3) Articulate how knowledge and skills learned at Colorado College and within the Anthropology major can prepare you to contribute to jobs within organizations you are interested in.
- 4) Feel more comfortable and prepared entering the job market or graduate school.

Your final grade in AN315 will include your work on the pre-course Capstone Workbook, your proposal, and your final capstone work in addition to Block 5 class assignments and activities.

The department is providing you with two books to assist you in the development of your senior capstone, *The Craft of Research* and *From Notes to Narrative*. We encourage you to begin reading the books as soon as possible prior to the start of 315, as you develop your capstone project and begin writing your capstone paper. We may discuss select chapters of each book during the course.

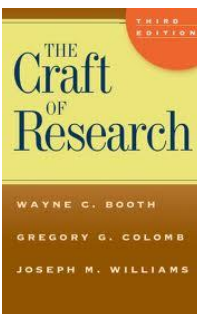


From Notes to Narrative: Writing Ethnographies that Everyone Can Read

By Kristen Ghodsee

Why this book?

Improving the quality of your writing is a central objective of AN315. Your ability to write clearly is an essential part of the promise of a liberal arts education. Your writing ability affects your potency-- your ability to make something happen. The advice presented in this book is applicable beyond ethnographic writing. The author also recommends many ethnographies as examples of what she is teaching in her book. Going to these ethnographies can help you with your writing and framing.



The Craft of Research

By: Wayne C. Booth,
Gregory G. Colomb,
Joseph M. Williams

Why this book?

We think we know more than we do about conducting research and presenting our results. Much is often assumed in your courses about what you know about research, and little prepares you to take full responsibility for the entire process. This book fills gaps in our knowledge and provides a very helpful framework to scaffold our work. The book is an excellent companion to read while you are writing and revising your capstone research.

Capstone Formatting Guidelines

The structure of your capstone paper will vary based on your capstone project type, the subfield or disciplines you are writing within, and what you need to effectively communicate through your paper. The suggested sections below often comprise the structure of a traditional social science research paper, but the way you implement this structure may vary (in consultation with your advisor). **A Senior Capstone paper must include the following sections:**

Title Page (separate page, template below)

Abstract (separate page, following title page): A concise summary of your paper's argument, 250 word maximum, single spaced.

Honor Pledge (separate page, following Abstract):

On my honor, I have neither given, nor received, any unauthorized aid on this project. Honor Code Upheld.
Followed by your signature as capstone project author.

Table of Contents (separate page, following Honor Pledge)

A References list formatted in your paper's citation style (consult with your advisor about appropriate style)

The following additional sections are typical of papers in the social and natural sciences, but your sections, section titles, and the order of your sections may differ according to what is most appropriate for your paper topic and goals:

Table of Figures, Table of Graphs, etc. (front matter)

Acknowledgements (separate page, front matter)

Introduction (all research papers should include an Introduction but may or may not be titled “Introduction”)

Literature Review (important in any thesis, but may not be contained to a section titled “Literature Review”)

Research Design or Methodology (all scientific papers should describe this before discussing evidence)

Results (more typical in quantitative research papers where data is presented prior to discussion of data)

Discussion (in sociocultural papers, this may happen across multiple sections with subtopic-specific titles)

Limitations of the Study

Directions for Further Research

Conclusion (all research papers should include a conclusion but may or may not be titled “Conclusion”)

Endnotes or Footnotes (depends on paper citation style and whether notes are necessary for your paper)

Appendices (separate and placed at the end of the paper document)

Document Length: If you are writing a traditional thesis paper for your capstone project, this should be 35 – 50 pages (double-spaced) in length not including the title page and other front matter, references cited list, and appendices. If you are writing a shorter academic paper to accompany a different capstone project type, work with your advisor to determine the appropriate number of pages for your paper.

Margins, Line Spacing, Fonts, and Page Numbering

Your Senior Capstone document should be double-spaced and written in 12-point font. Indent first line of paragraphs 1 tab stop ($\frac{1}{2}$ inch). Footnotes or endnotes should be single spaced. Longer quoted text of five or more lines should be placed in a single-spaced block quote, indented one tab stop ($\frac{1}{2}$ inch), with no quotation marks around quote.

Page margins should be one inch on all sides. Left alignment preferred for body paragraphs. All pages except title page should be numbered. Pages should be numbered using Arabic numbers (1, 2, 3, etc.) at top center or right.

Graphics, Figures, Illustrations, and Tables

Any figures, photos, illustrations, and maps you may include in your paper should be labeled as “Figure (number)” with consecutive numbering. Tables should similarly be numbered consecutively but should be labeled as “Table (number)” with their numbers progressing separately from the figure numbers. Each figure or table must be referenced at least once within the text of the capstone. The figure or table should be placed immediately following the paragraph in which it is first referenced or in an appendix. A caption must be provided in the same font type and size as the main text for each figure and table. If a figure or table has been taken from someone else’s work, it must be cited in the caption, with a full citation in the References cited list.

Title Page

All title page text should be centered except the lines for “Approved” and “Date,” which should be aligned left. Please follow the format provided below:

Title

A SENIOR CAPSTONE PROJECT
Presented to
The Department of Anthropology
The Colorado College

By
Author's Name
Year

Approved: _____

Date: _____

Anthropology Senior Capstone Project Paper RUBRIC

Criteria	Level 1	Level 2	Level 3	Level 4
Rationale	No clear rationale or a weak rationale for the project	Some rationale presented, begins to motivate the work	Provides and discusses a suitable rationale	Persuasive and creative rationale
Methodological Approach	Not clear what methods were used or why, or an inappropriate methodology	Methodology is generally appropriate and properly executed	Methodology clearly described and justified, well-chosen and appropriate, and well-executed	Creative and sophisticated methods
Analysis of data/evidence	Draws on little or no evidence, mostly relies on assertions or opinions, or evidence not clearly presented	Some appropriate use of evidence but makes few or simplistic connections, evidence is over- or under-interpreted	Good analysis, makes appropriate connections, evidence is interpreted reasonably	Fully exploits the richness of the data/evidence and new insights are provided in interpretation
Overall Scholarly Context	Does not demonstrate awareness of relevant scholarly literature, over-relies on too few sources	Demonstrates a reasonable awareness of the literature	Demonstrates broad awareness and situates capstone work within the relevant literature	Makes a contribution to the field, or identifies a new direction for investigation while situating capstone work within the relevant literature
Understanding and use of anthropological scholarship	Demonstrates little or no understanding of anthropological scholarship relevant to the research topic / question(s)	Demonstrates some understanding; may include misunderstandings or miss important elements of cited scholarship	Demonstrates solid understanding and use in the original analysis of phenomena under study	Provides fresh, new insights about connection between relevant anthropological scholarship and topic; situates topic contextually in an original way
Synthesizing of scholarly works and concepts	Does not appropriately cite anthropological scholarship and concepts	Cites appropriate scholarship and concepts but in a list-like fashion, with no or little synthesis	Appropriately cites and synthesizes concepts with good connections made to research topic	Synthesizes concepts in an original way, providing new insights and making contributions to the field
Thesis Argument(s)	Weak, invalid or no argument; perhaps a simple assertion	Some arguments valid and well-supported, some not	Main argument(s) valid, systematic and well-supported	Argument(s) both well-supported and compared to related and conflicting scholarly arguments
Use of anthropological theory to support argument(s)	No or little reference to relevant anthropological theory in development of argument(s)	Some reference to anthropological theory but weak connections made to argument(s), may include misunderstandings or miss important elements of the cited theory	Good use of anthropological theory in the development of argument(s) with good connections made and solid understanding of cited theory	Strong use of theory to support original argument(s) and proposes new theory or new ways of approaching existing theories.

Criteria	Level 1	Level 2	Level 3	Level 4
Organization of project paper/presentation	Poor organization: ideas do not flow logically from beginning to end, no narrative arc	Weak organization: some flow but it is inconsistent across the paper/presentation as a whole; some sections are better organized than others	Good organization: Flow and narrative arc are generally good, not interfering with "following the story"	Excellent organization: Flow and narrative arc are flawlessly smooth and contribute to development of thesis argument(s)