

ANTHROPOLOGY 8828

WRITING RESEARCH PROPOSALS IN ANTHROPOLOGY

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Spring 2020
TR 9:35-10:55
4094 Smith Laboratory
Walk-in hours: W10-12PM or by appointment

All researchers should take care to explain very clearly why the research is needed; what it will contribute to the scientific understanding of human society and culture; and how it will lead to the development of theory extending beyond the particular cases to be investigated. They should be clear about the question or questions that the research is addressing; how the research design will address those questions; what information or data will be collected, how, and why; and how the information or data will be analyzed to address the research questions. Finally, researchers should also explain why they are able to conduct the research successfully. A good research proposal is interesting, clear, explicit, tightly integrated, and confidence inspiring (instructions from the NSF Cultural Anthropology Program website).

COURSE DESCRIPTION

The primary focus of this course is on writing competitive grant proposals and students should use this course to develop their own research and grant proposals. The class will meet twice a week. Tuesdays are devoted to discussing the different aspects of proposal writing and project management (e.g., literature review, research design, data management, budget, IRB review, and grant administration). Thursdays are organized as a review panel in which students will critically review each other's work.

COURSE GOALS

The goal is to train students to write competitive grant proposals, and this entails that students will be able to:

1. Develop their own conceptual framework drawing from anthropological (and other) theories (conceptual frameworks).
2. Apply anthropological (and other) theories to their research questions (theoretical thinking).
3. Design a research project that links research questions to data being generated, methods to be used, and data analysis (research design).
4. Write a clear, compelling, and competitive grant proposal (proposal writing):
5. Consider issues of justice, beneficence, and autonomy when conducting research with human or animal subjects (ethics).
6. Develop professional skills for submitting and administering grant proposals (grant administration).
7. Develop professional skills for reviewing grant proposals (reviewing skills).

STUDENT WELL-BEING STATEMENT

The well-being of students is of primary importance. If you are facing any challenges related to your physical or mental health, or obstacles like food or housing insecurity, please do not hesitate to get in touch to discuss ways we can put you in the best possible position to succeed.

OFFICE OF DISABILITY SERVICES STATEMENT

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

MENTAL HEALTH STATEMENT

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614 -292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at 614 -292- 5766 and 24-hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1- 800 -273-TALK or at suicidepreventionlifeline.org.

TITLE IX STATEMENT

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu

DIVERSITY STATEMENT

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

COMMITTEE ON ACADEMIC MISCONDUCT STATEMENT

All students should become familiar with the rules governing academic misconduct, especially as they pertain to plagiarism and cheating. Ignorance of the rules is not an excuse and all alleged cases of academic misconduct will be reported to the Committee on Academic Misconduct (COAM).

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

REQUIRED READING

Required and recommended readings will be made available through Carmen. You are expected to have read the assigned readings once or twice before you come to class. As you read, highlight, take notes, summarize, look up new words or concepts, and come with questions for me and/or your classmates. In short, be prepared to discuss the readings in class and bring the readings to class. I also recommend you to go over the readings once more after class.

COURSE REQUIREMENTS AND EVALUATION

Attendance and participation: You are expected to be actively engaged in class; that is, coming to class prepared, paying attention, and contributing to discussions and problem solving, both by making comments and by facilitating other people's participation. Because it is difficult to do well in the course if sessions are missed, attendance at every class meeting is required. Late arrival and early departure are considered poor participation; they are disruptive to others and make it likely to miss essential information. Please contact me if there is an emergency situation. If you are ill and must miss a class, you are responsible for getting the notes and assignment information from your classmates.

Weekly assignments: Over the course of the semester you will write two grant proposals in small, cumulative assignments. First you will write a proposal for Wenner-Gren (WG) and then one for the National Science Foundation (NSF). Detailed instructions for the weekly assignments will be made available through Carmen. Each week, one or two students will bring hard copies of the weekly assignments to class for the peer review exercise.

Peer review: Every Thursday we will have a review panel in which we will critically review the weekly assignments. Each week we will collectively review the work of one or two students (depending on the number of students enrolled in the course). In addition, students will pair up with one fellow student each week to critically review each other's work. Students will change review partners every week and submit a written review by the end of each week (Sunday midnight).

Research Proposals: You will design and write two grant proposals for your own research project: one for Wenner-Gren and one for the National Science Foundation. Sections of the proposal are due over the course of the semester (see schedule below). The proposal should follow the guidelines of the respective agencies. The Wenner-Gren proposal is due on Wednesday 19 February and the NSF proposal is due on Monday 27 April before midnight.

Evaluation: Course responsibilities will be weighted in the following way:

Panel participation	15%
Weekly assignments (11)	20%
Peer reviews (10)	20%
Wenner-Gren proposal	20%
NSF proposal	25%
Total	100%

Final grades are based on the OSU Standard Scheme. A general guide to how you are doing is: A 93; A- 90-92; B+ 87-89; B 83-86; B- 80-82; C+ 77-79; C 73-76; C- 70-72; D+ 67-69; D 60-66; E < 60.

SCHEDULE AND TOPICS

WEEK 1: INTRODUCTION

January 7: Introduction to course

Read: Przeworski and Salomon (1995)

January 9: Parsing requests for proposals

Read: Wenner-Gren application procedures (2012)

WEEK 2: CONCEPTUAL FRAMEWORKS

January 14: Conceptual frameworks

Read: Ravitch and Riggan (2012:1-33)

January 16: Workshop

- Assignment due: WG1

WEEK 3: LITERATURE REVIEW

January 21: Literature review

Read: Jesson et al. (2011:73-102)

January 23: Workshop

- Assignment due: WG2

WEEK 4: RESEARCH DESIGN

January 28: Research strategies

Read: Johnson (1998), Ravitch and Riggan (2012:29-49)

January 30: Workshop

- Assignment due: WG3

WEEK 5: WENNER-GREN

February 4: Workshop

- Assignment due: WG4

February 6: Meet the director

Read: Wenner-Gren Foundation (Aiello 2016)

Speaker: Danilyn Rutherford, director Wenner-Gren Foundation

WEEK 6: HOW PROFESSORS THINK

February 11: How panels work

Read: Lamont (2009:1-52)

Speaker: Barbara Piperata

February 13: Workshop

- Assignment due: WG5

WEEK 7: SUCCESSFUL GRANTS

February 18: Panel with graduate student(s)

Read: Watts (2006)

Speakers: Elizabeth Gardiner, Mark Anthony Arceño

February 20: Workshop

- Assignment due: Wenner-Gren proposal

WEEK 8: WRITING FOR NSF

February 25: Reading the GPG

Read: NSF Grant Proposal Guide (2019), Jones (2009), Winslow (2012)

Speaker: Jeffrey Mantz and Siobhán Mattison

February 27: Workshop

- Assignment due: NSF1 project summary

WEEK 9: HOW PROGRAM DIRECTORS THINK

March 3: Program directors

Read: McCullough (1994), Lamont and White (2009)

Speaker: Rebecca Ferrell

March 5: Workshop

- Assignment due: NSF2 research problem

SPRING BREAK – NO CLASS

WEEK 10: BROADER IMPACTS

March 17: Outreach and engagement

Read: Mathieu et al. (2009)

Speaker: Jeff Agnoli

March 19: Workshop

- Assignment due: NSF3 literature review

WEEK 11: DATA MANAGEMENT PLAN

March 24: Data management at the Research Commons

Read: Holdren (2013), Michener (2015), and Parham et al (2016)

Speaker: Meris Longmeier

March 26: Workshop

- Assignment due: NSF4 research design

WEEK 12: BUDGET

March 31: Budgets and budget justification

Read: Pain (2017) and O'Donnell (2014)

Speaker: Laurie Rosenberg and Wayne Miller

April 2: Workshop

- Assignment due: NSF5 budget and budget justifications

WEEK 13: RESPONSIBLE CONDUCT OF RESEARCH

April 7: Responsible Conduct of Research

Read: AAA code of ethics (and AAA blog), Winslow (2006)

Speaker: Joni Barnard from ORRP

April 9: Workshop

- Assignment due: NSF6 data management plan

WEEK 14: FINDING GRANTS

April 14: SPIN database

Read: ...

Guest speaker: Jill Morris

April 16: Finding grants

- Find three programs that could potentially fund your project

FINALS WEEK

→ *The final NSF proposal is due on Monday 27 April before 5 PM.*

REQUIRED READINGS

- Council on Governmental Relations (COGR)
2006 Access to and Retention of Research Data Rights and Responsibilities. Washington DC: Council on Governmental Relations (COGR) - an association of research universities.
- Jesson, Jill K., Lydia Matheson, and Fiona M. Lacey
2011 Doing your literature review. Los Angeles: Sage.
- Johnson, J. C. (1998). Research design and research strategies. In R. H. Bernard (Ed.), Handbook of methods in cultural anthropology pp. 131-171). Walnut Creek (CA): Altamira Press.
- Jones, James H.
2009 Grant Advice: some notes on writing an NSF proposal.
- Lamont, Michele
2009 How professors think: Inside the curious world of academic judgment. Cambridge (Massachusetts): Harvard University Press.
- Locke, Lawrence F., Waneen Wyrick Spirduso, and Stephen J. Silverman
2007 Proposals that work: a guide for planning dissertations and grant proposals. Sage: Thousand Oaks (CA).
- Mathieu, R. D., et al.
2009. "Leveraging the NSF Broader-Impacts Criterion for Change in STEM Education." Change 41(3): 50-55.
- McCullough, James
1994 The role and influence of the US national science foundation's program officers in reviewing and awarding grants. Higher Education 28:85-94.
- Orwell, George.
1946. Politics and the english language.
- O'Donnell, Jonathan.
2014. How to make a simple research budget. *The Research Whisperer*.
- Pain, Elisabeth.
2017. How to budget your grant proposal. *Science Magazine*, September 27, 2017.
- Pinker, Steven.
2014. Why academics stink at writing. *Chronicle of Higher Education*.
- Przeworski, Adam, and Frank Salomon
1995 The Art of Writing Proposals: Some Candid Suggestions for Applicants to Social Science Research Council Competitions. New York: Social Science Research Council.
- Ravitch, Sharon M., and Matthew Riggan
2012 Reason & Rigor: How conceptual frameworks guide research. Los Angeles (CA): Sage.
- Watts, Michael
2006 In Search of the Holy Grail: Projects, Proposals and Research Design. *In Method is the Madness*. E. Perecman, ed. Pp. 175-197. New York: Sage.
- Winslow, Deborah
2006 NSF supports ethnographic research. *American ethnologist* 33(4):519-521.
- Winslow, Deborah
2012 SBE Doctoral Dissertation Research Improvement Grants. Arlington (VA): US NSF - SBE - BCS - Cultural Anthropology.

LEARNING OUTCOMES

1. Develop their own conceptual framework drawing from anthropological (and other) theories (conceptual frameworks).
 - a. Reflect on their own worldviews.
 - b. Compare own worldviews with theoretical paradigms.
 - c. Construct their own conceptual framework integrating relevant theoretical paradigms.
 - d. Articulate clearly their own conceptual framework.
 - e. Use conceptual framework to develop research question and rigorous methods.

2. Apply anthropological (and other) theories to their research questions (theoretical thinking).
 - a. Identify relevant theoretical frameworks for a research question.
 - b. Connect the theoretical frameworks to a meaningful research question.
 - c. Evaluate how multiple theoretical frameworks can be used to address a research question.
 - d. Connect appropriate anthropological theories to meaningful research questions.

3. Design a research project that links research questions to data being generated, methods to be used, and data analysis (research design).
 - a. Formulate clear research questions, hypotheses, and objectives.
 - b. Identify the necessary data needed to answer research questions, evaluate hypotheses and/or achieve objectives.
 - c. Identify the appropriate methods to generate the necessary data.
 - d. Identify the appropriate population, sample, sample size, and sampling techniques from which to generate the necessary data.
 - e. Identify the appropriate methods to analyze the data to answer the research questions and/or evaluate the hypotheses.
 - f. Communicate the research design in a research proposal.

4. Write a clear, compelling, and competitive grant proposal (proposal writing):
 - a. Follow all the instructions of the request for proposals.
 - b. Explain clearly the questions that the project aims to address and why they are important.
 - c. Describe clearly the theoretical contribution of the project and how the project builds on existing theoretical knowledge.
 - d. Present a logical argument that explains what data should be collected and how it will be collected and analyzed to answer the research questions.
 - e. Explain the qualifications of the researcher to be able to successfully conduct the proposed research.
 - f. Explain the broader impacts of the research and potential contributions to society and how these will be assessed.

5. Consider issues of justice, beneficence, and autonomy when conducting research with human or animal subjects (ethics).
 - a. Consider how to respect human subjects, protect their autonomy, and obtain informed consent.
 - b. Consider and weigh the costs and benefits of the research activities for human subjects.
 - c. Consider how research activities are administered fairly and equally among potential research participants.
 - d. Consider what permits, permissions, and approvals are necessary for research in a timely manner.

6. Develop professional skills for submitting and administering grant proposals (grant administration).
 - a. Identify appropriate funding organizations and expectations.
 - b. Writing budgets that align with the research goals outlined in the proposal.
 - c. Knowing the institutional infrastructure that supports grant submission and administration.
 - d. Follow ethical guidelines when submitting proposals, administering grants, and reporting.
 - e. Keep Wayne (or other fiscal officers) happy.

7. Develop professional skills for reviewing grant proposals (reviewing skills).
 - a. Foster collegial feedback and support in grant writing among peers.
 - b. Know the review criteria for evaluating grant proposals of different organizations.
 - c. Apply the criteria and write a review that is critical, supportive, and professional.
 - d. Respond timely to requests for grant review.
 - e. Follow the ethical principles of confidentiality and avoiding conflicts of interests when reviewing proposals.