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 Youkin 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
   Speaker: Jeffrey Mantz and Siobhán Mattison
   February 27: Workshop
   ● Assignment due: NSF1 project summary

WEEK 9: HOW PROGRAM DIRECTORS THINK
   March 3: Program directors
   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
   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)

Jesson, Jill K., Lydia Matheson, and Fiona M. Lacey


Jones, James H.
2009 Grant Advice: some notes on writing an NSF proposal.

Lamont, Michele

Locke, Lawrence F., Waneen Wyrick Spirduso, and Stephen J. Silverman

Mathieu, R. D., et al.

McCullough, James

Orwell, George.
1946. Politics and the english language.

O'Donnell, Jonathan.
2014. How to make a simple research budget. The Research Whisperer.

Pain, Elisabeth.

Pinker, Steven.

Przeworski, Adam, and Frank Salomon

Ravitch, Sharon M., and Matthew Riggan

Watts, Michael

Winslow, Deborah

Winslow, Deborah
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.