

Washington State University
MAJOR CURRICULAR CHANGE FORM - - NEW/RESTORE COURSE

- ☐ Please attach rationale for your request, a complete syllabus, and explain how this impacts other units in Pullman and other campuses (if applicable).
- ☐ Obtain all required signatures with dates.
- ☐ Provide original stapled packet of signed form/rationale statement/syllabus PLUS 10 stapled copies of complete packet to the Registrar's Office, campus mail code 1035.
- ☐ Submit one electronic copy of complete packet to wsu.curriculum@wsu.edu.

Requested Future Effective Date: Fall 2016 (term/year) Course Typically Offered: no set rotation at present

DEADLINES: For fall term effective date: **October 1st**; for spring or summer term effective date: **February 1st**. See instructions.

NOTE: Items received after deadlines may be put to the back of the line or forwarded to the following year. Please submit on time.

☒ **New Course**

☐ **Temporary Course**

☐ **Restore Course**

ANTH

568

Research Design and Grant Writing

course subject/crosslist

course no.

title

3

(3 - 0)

Credit hrs

lecture hrs

lab or studio

prerequisite

per week

hrs per week

Description for catalog: _____

Graduate-level professional development course focused on project development, research design, and successful proposal writing.

Additional Attributes: Check all that apply.

☐ Crosslisting (between WSU departments)*

☐ Conjoint listing (400/500): _____

☐ Variable credit: _____

☐ Repeat credit (cum. max. hrs): _____

Special Grading: ☐ S, F; ☐ A, S, F (PEACT only); ☐ S, M, F (VET MED only); ☐ H, S, F (PHARMACY, PHARDSCI only)

☐ Cooperative with UI

☐ Other (please list request): _____


The following items require prior submission to other committees/depts. (SEE INSTRUCTIONS.)

☐ Request to meet Writing in the Major [M] requirement (Must have All-University Writing Committee Approval.)

☐ Request to meet UCORE in _____ (Must have UCORE Committee Approval >> See instructions.)

☐ Special Course Fee _____ (Must submit request to University Receivables.)

Contact: Courtney Meehan Phone number: 335-5416 Campus mail code: 4910
Email: cmeehan@wsu.edu Instructor, if different: _____


Chair/date 9/14/15


Dean/date 9-18-2015

All-University Writing Com / date

Chair (if crosslisted/interdisciplinary)*

Dean (if crosslisted/interdisciplinary)*

UCORE Committee Approval Date

Catalog Subcommittee Approval Date

GSC or AAC Approval Date

Faculty Senate Approval Date

***If the proposed change impacts or involves collaboration with other units, use the additional signature lines provided for each impacted unit and college.**

Tentative catalog number: ANTH 568

Proposed Title: Research Design and Grant Writing

Proposed Description:

Graduate-level professional development course focused on project development, research design, and successful proposal writing.

Rationale for new course :

This course has been offered twice by Dr. Meehan (Fall 2011, Spring 2014) using a rotating topics course number for anthropology (Anth 591). The course is a critical component for our graduate degree curriculum, offering students—especially our doctoral students—a practical and product-focused graduate seminar that helps them formalize their research and to develop grant submissions to fund their independent research. When offered previously, the course enrolled students from across our areas of emphasis and facilitated the completion and submission of grant requests for several participating students. Assigning this a permanent number will permit us to incorporate this more fully into our graduate curriculum and will also be useful in advertising this strength to prospective graduate students.

ANTHROPOLOGY 568
Research Design and Grant Writing
3 Credits – Fall 2017

Dr. Courtney L. Meehan
Office: College Hall 342
Computer Lab: College Hall 319
Phone: 509-335-5416
Email: cmeehan@wsu.edu
Office Hours: TBD

Overview:

This seminar is focused on research design and proposal writing. The course will focus on key components of research design that cross the sub-disciplines in anthropology. We will concentrate on developing research questions, designing your thesis and dissertation proposal, as well as writing and targeting those proposals toward major external funding agencies. Throughout the course we will evaluate successful and unsuccessful proposals, and spend a significant time reviewing and evaluating your own research and proposals. You will learn how to design and structure a research project and grant proposal. You will be responsible for developing your project over the semester, during which time you will write four proposals [a small travel grant proposal, a NSF Doctoral Dissertation Research Improvement Grant (DDRIG), a Wenner Gren or NIH proposal (depending on which agency is better suited to your research), and a small conference proposal]. Each student should have at least two competitive dissertation grant proposals to submit to an external agency or foundation at the completion of the course.

Learning outcomes (keyed to Anthropology's Graduate Student Learning Goals):

- Creative and Critical Reasoning goals are developed throughout the course as students formulate and design their MA and dissertation research projects.
- Information and Data Gathering goals are reflected in course content focused on research design, specifically on using appropriate tools and methods for answering their research questions. Students will develop these skills throughout the course, applying them to the proposals they write in association with the class.
- Communication Skills goals are developed throughout the class. Students are responsible for not only developing skills in communicating their own research ideas through the proposals they prepare, but also in appropriately critiquing other students' proposals, identifying gaps in the proposals they read and learning how to constructively communicate that to the writer.
- Analytical Reasoning goals are developed through course discussions and in their proposal writing. Students will develop skills applying systematic techniques or theory in their data analysis by selecting appropriate quantitative or qualitative assessment techniques in-line with their research question, and the ability to discuss the strengths, weaknesses and limitations of their data and collection techniques.
- Specialization of Study goals will also be developed through course discussions and in proposal writing. Throughout the development of their research project, students gain knowledge of the historical development of their topic and the broader academic and non-academic contexts of their area of specialization. They will develop an understanding of the ranges of types of data and analytical techniques available, and consider how subjective and objective aspects of data

identification, collection, and analysis may have shaped current thinking and their own interpretations within their area of specialization.

Readings:

Everyone is responsible for completing the readings each week. Readings include sections from:

- On reserve articles and chapters on research design, and research methods readings online (see weekly schedule)
- Graduate student and senior scholar proposals (both successful and unsuccessful for the class to read and use as sample proposals.
- Classmates' proposal sections and/or full proposals (see below)

Most class materials are listed on Blackboard. If the reading is an online reading (i.e., The Research Methods Knowledge Base), you will find links to that reading in your syllabus.

Participation:

This course is designed as a seminar. For it to be successful, everyone must do the readings and come prepared to have critical discussions. I expect everyone to participate and will monitor participation during each class. Participation and comments should be high quality, and participation constitutes a significant portion of your course grade. Attendance is critical. If you are going to miss class, please inform me in advance.

Late work: Late work will not be accepted. In order for your classmates to comment on your proposal sections they need timely access to them. Work submitted late will not be read by your classmates and will receive a zero.

Attendance Policy: Attendance is critical. Missing more than 2 class periods will result in a full letter grade reduction.

Proposal Evaluation and Working Groups:

In addition to my evaluations, you critique your group member's proposal sections and receive their critiques on your work. The class is divided the class into four working groups, broadly based on sub-disciplinary foci and/or areas of expertise. Groups are formed with the goal of you being able to offer detailed intellectual/scholarly critique and suggestions. For example, several archaeologists working in the same region have been grouped together.

Each week one working group will post their materials for the entire class to evaluate. I have the entire class read your work one or two times across the semester because review panels are not likely to always consist of experts in your *exact* area of study. Therefore, hearing from other anthropologists will help you identify where your message is lost or needs clarification. For example, most proposals need to identify the broader impacts of their research. Broader impacts are often one of the most difficult sections of a proposal for graduate students to write, yet this section is essential. Hearing whether individuals outside your area of expertise understand your broader impacts and can see the value of your work to the broader community is invaluable.

Please note, while your working group and, at times, the class as a whole will comment on your proposal sections, only I will be evaluating your final proposal submissions. With that said, I strongly encourage

you to develop partnerships with others in the class and to share your final proposals. The more people you can convince to read it (and considering the time commitment, it can be hard to convince people), the better your final product will be.

If your working group is not being evaluated by the class that week, you must also offer feedback on the proposal sections turned in by your working group. All proposal feedback should be written and emailed to the author and me. **Please use the Blackboard email system for these emails.** If your proposal and/or proposal section is being evaluated that week by the entire class, you should come to class prepared to discuss your progress and opinion regarding the strengths and weakness of the proposal.

Course Evaluation Points (%):

Participation:	100 (25%)
Travel Grants	20 (5%)
Proposal Sections	40 (10%)
Section Reviews for classmates	40 (10%)
Final NSF Proposal	100 (25%)
Wenner Gren (or other) Proposal	50 (12.5%)
Conference Grant	50 (12.5%)
Total	400 points

Grade Distribution:	94% and above = A	90 – 93% = A-
87 – 89% = B+	83 – 86% = B	80 – 82% = B-
77 – 79% = C+	73 – 76% = C	70 – 72% = C-
67– 69% = D+	60 - 66% = D	< 60 = F

MAJOR PROPOSALS: Learning Goals/Student Learning Outcomes:

The two major proposals (NSF and the Wenner Gren Foundation or NIH proposal) target the majority of Anthropology's learning goals. Through the development of the students' projects, development and refining their research design, and through the writing of the proposals students will focus on the following learning goals (see below). Students will be evaluated on the quality of their proposals, which integrates all of the major themes/learning goals listed below.

1. Creative and Critical Reasoning

- a. Present a professional, peer-to-peer level, written discussion of the role of their area of specialization within the broader historical and contemporary field of general anthropological theory
- b. Present a professional, peer-to-peer level, written discussion of the relevance of their specific research project to the goals of their area of specialization
- d. Understand and to discuss the relevance of, ethical standards within the profession generally and their area of specialization in particular
- e. Have original ideas about their research topic, and are they able to relate these ideas to those of other scholars in the relevant literature

2. Information and Data Gathering

- a. Demonstrate expertise in knowledge of the historical background, current trends, and major leaders in the field(s) of research relevant to their area of specialization
- b. Provide a well-reasoned explanation for their selection of data and analytical techniques

- c. Demonstrate an understanding of the differences between, and appropriate uses of, both qualitative and quantitative data

3. Communication Skills

- a. Write a clear and concise statement defining their research topic
- b. Write a contextual statement for their topic
- c. Present a clear statement of their research methods
- f. Demonstrate a mastery of their area of specialization's style and citation standards.

4. Analytical Reasoning

- b. Select appropriate quantitative or qualitative assessment techniques in-line with their research question
- c. Discuss the strengths, weaknesses, limitations, etc. of their data selection and collection techniques (sample bias)

5. Specialization of Study

- a. Demonstrate knowledge of the historical development of their topic and the broader academic, and non-academic contexts of their area of specialization
- b. Formulate a reasonable question that is compatible with current trends in the field
- c. Demonstrate an understanding of the range of types of data and analytical techniques appropriate to their area of specialization and their research question
- d. Effectively consider how subjective and objective aspects of data identification, collection, and analysis may have shaped current thinking and their own interpretations within their area of specialization
- g. Demonstrate competence in working with a specific theoretical focus

CONFERENCE PROPOSAL: Learning Goals/Student Learning Outcomes:

The conference proposal aims to help students develop skills associated with integrating their research into the larger disciplinary and non-anthropological science community. This proposal is specifically tied to the learning goal listed below. Students will be evaluated on the quality of their proposal, particularly their ability to present a professional written discussion of the role of their research area within the broader field of anthropological theory and their ability to translate their topic to a general audience.

Creative and Critical Reasoning

All graduate students completing a Masters in Anthropology will engage in a variety of activities designed to develop a student's ability to:

- a. Present a professional, peer-to-peer level, written discussion of the role of their area of specialization within the broader historical and contemporary field of general anthropological theory
- c. Present a professional, peer-to-peer level, written discussion, including reasoned opinions about, non-anthropological and/or non-academic social issues/concerns related to general anthropology as well as their area of specialization

Students with Disabilities: Reasonable accommodations are available for students with a documented disability. If you have a disability and may need accommodations to fully participate in this class, please visit the Access Center. All accommodations **MUST** be approved through the Access Center (Washington Building, Room 217). Please stop by or call 509-335-3417 to make an appointment with an Access Advisor.

Academic Integrity: Academic integrity is the cornerstone of the university. Any student who attempts to gain an unfair advantage over other students by cheating, will fail the assignment and be reported to the Office Student Standards and Accountability. Cheating is defined in the Standards for Student Conduct WAC 504-26-010 (3). <http://conduct.wsu.edu>.

Plagiarism is unacceptable. Students who plagiarize will receive a zero on the assignment and the offense will be reported to the office of student conduct.

Safety: The Campus Safety Plan, which can be found at <http://safetyplan.wsu.edu>, contains a comprehensive listing of university policies, procedures, statistics, and information relating to campus safety, emergency management, and the health and welfare of the campus community. Please visit this web site as well as the University emergence management web site at <http://oem.wsu.edu/Emergencies> to become familiar with the campus safety and emergency information provided.

Weekly Schedule (Topics, Readings, and Assignments):

ALL ASSIGNMENTS ARE DUE 2 DAYS PRIOR TO THE CLASS MEETING TO ALLOW TIME FOR ME AND YOUR WORKING GROUP TO READ AND COMMENT ON THE PROPOSAL SECTION PRIOR TO MEETING.

Week	Date	Topic	Readings	Assignments All Assignments due 2 days before class by 5pm
1		Intro, Research Topics, Working Groups, & Travel Grants	SCCR - Research Design and Proposal Writing 2 NSF Graduate Student Fellowship Proposals – Locate: 1. Traditional Ecological Knowledge & 2. Archaeology - Alliance Formation in Pueblo Tribes @ http://rachelcsmith.com/academics/nsf.htm	
2		1. Travel Grant Reviews 2. Funding Options & COS 3. Reading Discussion 4. Developing a Research Topic	Henson - Chapter 1; Silverman; Foundations Sections @ www.socialresearchmethods.net ; Silverstein; (Yellen and Greene and Winslow optional)	Travel Grant Travel Grant Reviews

3		1. Intro Discussion (Team #_) 2. Funding Options Discussion 3. Background/Lit Review Section Lecture 4. Proposal Discussion	Locke 1 & 4; Colombi; Design Sections @ www.socialresearchmethods.net ; (Start NSF Proposal Instructions; & SBE Doctoral Dissertation Research Improvement Grants)	1-page Introduction/Overview of your research project. Introduction/Overview Reviews 5 potential funding sources for your project.
4		1. Background/Lit Review Discussion (Team #_) 2. Kemp (Guest Lecture) 3. Hypothesis or Research Question Development Lecture 4. Proposal Discussion	Locke Chapter 3; Kemp Grants	Background/Literature Review/Theory Section of proposal (~4 pages to be edited and reduced later) Background/Literature Reviews
5		1. M. Quinlan – DDIG Review Panels 2. Allison and Arakawa DDIG Discussion 3. Methods and Analysis Strategies 4. NIH Review Process	Allison, Arakawa, Negron & Wutich DDRIGs; & Henson– Chapter 5	Research Description – Hypotheses/Research Questions and Ethnographic or Geographic Area (3 pages)
6		1. Senior Proposal Discussions 2. Research Description - Hypotheses/Research Questions Review (Team #_) 3. How to develop a budget – the WSU internal process and the NSF process.	NSF Senior Proposals (Hagen and the two Quinlan proposals) Start Analysis Sections @ www.socialresearchmethods.com	3 pages of Methods and Analysis Strategy Methods and Analysis Reviews
7		1. Methods Review (Team #_) 2. NSF Senior Proposal Discussion 3. Budgets and Justification Reviews 4. Research Schedules – Is your project feasible? lecture	Additional NSF Senior Proposals: Lockwood & Winterhalder Proposals	Budget and Budget Justification
8		1. Deborah Winslow/Jeff Mantz (Program Directors for NSF Cultural Anthropology Program) – Video Conference (Guest Lecture). This is an amazing opportunity and Drs. Winslow and Mantz have participated in this class several times. Please come prepared with questions. You often do not get 2+ hours of "face-to-face" time with a NSF program officer. Make the most of it! 2. Budget Review (Team #_) 3. Work Plan, Qualifications, CV, and	Interdisciplinary Proposals: Kohler, Colombi, & Dressler Proposals	Research Schedule, Abilities, CV and Discussion (cv = 2 pages; the rest depending on previous research 1.5-2.5 pages)

		Conclusion		
9		1. Work Plan, Quals, CV, and Conclusion Review (Team #_) 2. Broader Significance / Intellectual Merit Statements Lecture 3. Reading Discussion	Duff & Hagen proposals	Qualifications, CV and proposal conclusion. Reviews of Quals, CVs, and proposal conclusions
10		1. Broader Significance Review (Team #_) 2. Abstracts, Titles, and Supp. Docs. The small and not so small other items to consider. Abstracts, titles and the pages and pages of additional information granting agencies require.	Meehan Proposals	Broader Significance/ Intellectual Merits Reviews of Summary page
11		1. Abstract & Title Reviews (Team #_) 2. Fastlane, EREX, and OGRD – How to submit a proposal.	https://www.fastlane.nsf.gov/NSFHelp/flashhelp/fastlane/FastLane_Help/fastlane_help.htm#introduction_to_fastlane.htm	Titles, abstracts and supplementary or agency requirements.
12		1. Moving on to Wenner Gren (or other NIH etc.) Proposals 2. The Wenner Gren Foundation – how are they different from NSF? 3. Reorganize working Groups	Boyette, Dennison, & Kemp Wenner-Gren proposals (these include both graduate student and senior proposals) Also, read the grant guide and recently funding research pages on the Wenner Gren website.	Complete NSF proposals due.
13		Revamping a proposal for a new agency. It is more than cutting and pasting! How to target your research idea to a new agency. Know the new agency!	No readings	Nothing due.
14		1. Review Panels for Wenner-Gren 2. Conference Grants 3. Why a conference grant? Situating your dissertation project into a larger theoretical and/or topical discussion	Meehan, Hewlett, and Mageo Conference Grants	Wenner Gren or Other Proposal Due.
15		1. Conference Grant Review Panels (Mock panel). A hard lesson in limited		Conference Grant due.

		funds.		
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