University of Minnesota
Interdisciplinary Center for the Study of Global Change

Development Studies and Social Change (DSSC) 8211: Doctoral Research Workshop
Fall 2013 – 2 credits – S/N grading
Wednesday 2:30-4:25 pm
1-122 Carlson School

Instructor:
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Office Hours: by appointment

COURSE OBJECTIVES:

The Doctoral Research Workshop is designed to meet the needs of ICGC Scholars and doctoral students enrolled in the DSSC minor program and writing dissertation proposals as well as preparing for dissertation research. This course is part of a two-semester workshop consisting of DSSC 8211 and DSSC 8212. The fall semester of this workshop (DSSC 8211) has as its primary objective the very practical purpose of assisting students in writing successful grant proposals or research proposals to support their dissertation research on themes related to global social change. It provides a forum for students to discuss the elements of a successful proposal, share information on funding sources, and critique one another's proposal drafts**.** A second key objective is the development of peer review and feedback skills – a crucial element of academic practice - in an interdisciplinary setting. Spring semester will be devoted to discussion of intellectual, practical, political and ethical issues in preparing for and conducting research. The workshop as a whole is an important part of the ICGC community intellectual experience. Through participation in this workshop with an interdisciplinary group of colleagues, you have the opportunity to learn an enormous amount about other intellectual fields through reading others' proposals and discussing their projects. You can also generate future collaboration with your colleagues – it is invaluable to know people you can turn to in the future for collaborative projects or a friendly critique of your work.

FALL SEMESTER REQUIREMENTS:

(1) ATTENDANCE: To receive credit for the course, all participants are expected to attend each session. One unexcused absence is allowed. If you need to miss any additional sessions, please contact the instructor prior to the class meeting that you expect to miss.

(2) COMMENTS ON PROPOSALS: Please read each proposal closely and <u>prepare a minimum of one page of written comments for each author</u>. Comments on the proposals to be discussed **must be posted to the website prior to the start of the class session** in which they will be discussed. All comments will be available for viewing by all class members *after* the class session. You will also be able to post responses to the comments of others.

To make your comments as coherent and useful as possible, please address at least 4 of the 6 criteria listed below, under "Discussion of Proposals," plus any additional thoughts that you may want to share with the proposal writer.

Since proposals are posted to the site the week before review, you will have a full week to read them and prepare comments. *Proposal writing and review is the primary work of the fall semester of this course and must be completed in a timely manner.*

(3) POSTING YOUR PROPOSAL: You will be asked to provide a draft proposal twice during the course for class review and discussion. Proposals should be posted to the class website one week prior to the date they will be discussed in class. While authors will be able to post responses to the comments of others if they so desire, authors are encouraged to focus on considering comments rather than responding to specific inquiries.

In addition to posting your proposal, you are required to post your CV and the guidelines for the proposal(s) you are submitting. Including your CV and the grant guidelines helps us to give you more focused and useful suggestions for improving your proposal.

In summary, proposal-related items to be posted to the web are:
- Your proposal
- Your CV
- Guidelines/instructions for the grant/proposal if available

Proposals, CVs, and guidelines are <u>due on the website by 5 pm on Thursday the week before they will be discussed.</u> If you have trouble posting, please send your proposal to me and let me know you need help posting it to the Moodle site: <u>kbt@umn.edu</u>

Proposal authors are not expected to make an oral presentation. We work from the assumption that everyone is familiar with the content of the proposal, and devote workshop time to improving the week's proposals. The suggestions and comments your fellow workshop members give you will help you to write a more convincing application for your selected grant competitions or for your committee.

(4) REQUIRED READINGS: Readings have been assigned for most class sessions. Participants should read them and post brief comments on them <u>before</u> the class for which they were assigned (by 9pm on Tuesday). Your comments may agree/disagree with the authors, note especially helpful (or not) parts, or even tell related anecdotes. But be brief! Keep your comments to 1/3 page or less. (It is ok to respond to others' comments, as long as you do the reading, too!)

PROPOSAL DISCUSSION GUIDELINES:

During workshop sessions we will discuss what works and what doesn't work in each proposal, usually in this order:

1) Strengths of the proposal

2) Identification of the research question: What will the author investigate? Are her/his objectives stated clearly early in the proposal?

3) Situating the research question: What will this project contribute to existing literature/theory/policy? Why is the project important/unique to the body of theory in which it is located, to the field, and/or to academia?

4) Methodology: How will the author investigate/research his/her research question? Why are the methods the author proposes to use appropriate?

5) Implementation: What are the specific activities the author will undertake to complete the proposed project? How feasible is the proposed project? What personal credentials qualify the author to undertake this project?

6) Writing and style: Please address editing, organization (does it "flow"?), clarity, and presentation of the proposal.

Role of the moderator during proposal discussions. The instructor will act as moderator of the proposal discussions, in addition to offering comments on proposal drafts. The goal is to facilitate helpful and respectful discussions. Occasionally the instructor may intervene to redirect the discussion or even ask for a break in the discussion. Students may also request a "time out" if they feel uncomfortable with the language or tone being used. While this is not usually necessary, even the different disciplinary traditions of critique may mean that a pause can be helpful.

Confidentiality of proposal drafts. Proposal drafts and the ideas presented in them should not be shared with others outside the class unless explicit permission is given by the author.

PEER REVIEW GUIDELINES:

Please write/give the kinds of comments to others that you would like to receive on your own proposal, remembering that peer review can be a scary process. My expectation for the workshop is that comments on proposals will be made in a supportive and constructive way: you are encouraged to ask difficult questions and to point out strengths and weaknesses of your peers' proposals in a manner that is both honest and kind. Peer review is an important academic skill – expertise in giving and receiving peer critique will serve you well.

When receiving critical feedback on your own proposal, remember that the workshop goal is to help you turn out the most competitive proposal possible and to secure funding or approval for your own research. ***While the comments and suggestions of your fellow workshop participants do not indicate success or failure, they are also a gift that should not be taken lightly.*** These comments represent opportunities to write a strong and clear proposal that is persuasive for readers who may or may not be

confined to your discipline. It is better that your friends make suggestions for improvements to your proposal now, before your proposal is under formal review.

REQUIRED READINGS:

Some course readings are available in electronic form through the course Moodle site or the University of Minnesota library. The Becker book will be provided to each student in print form.

Beyond the required readings for each week's class session, there are several other resources I recommend as you write your proposal.

Additional Recommended Readings and Resources

Barrett, Christopher B. & Jeffrey W. Cason. 2010. *Overseas Research: A Practical Guide, Second Edition*. NY: Routledge.

Booth, Wayne, Gregory Colomb and Joseph Williams. 2003. *The Craft of Research.* Chicago: University of Chicago.

Turabian, Kate. (2007) *A Manual for Writers of Research Papers, Theses, and Dissertations, 7th Edition*, Chicago: University of Chicago.

Watts, Michael. (2001) "The Holy Grail: In Pursuit of the Dissertation Proposal." Dissertation Proposal Workshop, Institute of International Studies, UC Berkeley.
http://iis.berkeley.edu/content/process-parameters

UC Berkeley Dissertation Proposal Resources (includes examples of grant proposals)
http://iis.berkeley.edu/content/dissertation-proposal-resources

COURSE MOODLE SITE INSTRUCTIONS:

To access the class Moodle site:
1. Go to http://moodle.umn.edu and click on the login button.
2. Log in with your University of Minnesota Internet ID (X.500 username) and password.
3. You will see "DSSC 8211/8212" listed under *My courses*.
4. Click on the course name link and you will be sent directly to the class website.

Fall 2013 Workshop Meeting Dates

PLEASE NOTE: **YOUR PROPOSAL MUST BE POSTED TO THE COURSE WEBSITE BY 5pm THURSDAY ONE WEEK BEFORE THE DATE YOUR NAME APPEARS ON THE COURSE SCHEDULE.** *Comments on proposals and other required readings must be posted prior to the time they will be discussed in class – please post by 9pm on Tuesdays.*

September 4: Introduction to course

No required readings

September 11 : Writing Grant Proposals: Thinking Like a Reviewer

Homework: Before class, spend at least an hour seeking potential sources of funding for your research project.   For example, you might look at the Graduate School Funding Opportunities site:
http://www.grad.umn.edu/prospective%5Fstudents/Financing/other.html

Please bring information on 2 or more grant possibilities to class. There is a section on our Moodle website for posting information on funding sources that you think would be of interest to others.

Required readings:

Przeworski, Adam and Frank Salomon. 1995. "The Art of Writing Proposals: Some Candid Suggestions for Applicants to Social Science Research Council Competitions."

Krathwohl, David R. and Nick L. Smith. 2005. *How to Prepare a Dissertation Proposal: Suggestions for Students in Education and the Social and Behavioral Sciences.* Syracuse, NY: Syracuse University. Part Six, "Funded Proposals" (pp. 265-271).

Additional recommended readings:

John Borkowski, "Applying for Research Grants"
http://isla.nd.edu/assets/27473/borkowskihowardwritingguide.pdf

Lisa Patrick Bentley, "Grant Writing Tips for Graduate Students"
http://chronicle.com/article/Grant-Writing-Tips-for/125301/

Christina Gillis, "Writing Proposals for ACLS Fellowship Competitions"
http://www.acls.org/uploadedfiles/publications/programs/writing_fellowship_proposals.pdf

September 18: Interdisciplinary Peer Review

Discussion: What is appropriate behavior for giving comments on a proposal?

Proposals by: Akshya, Shana

Required readings:

Lamont, Michele. 2009. *How Professors Think: Inside the Curious World of Academic Judgment.* Cambridge, Massachusetts: Harvard University. Part of Chapter 1 (pp. 1-12); part of Chapter 2 (pp. 39-48); and Chapter 5 (pp. 159-201).

Becker, Howard. 2007. *Writing for Social Scientists: How to Start and Finish Your Thesis, Book, or Article: Second Edition*. Chicago: University of Chicago. Chapters 1-2.

Additional recommended resources:

ACLS Peer Review Process
http://isla.nd.edu/assets/27472/the_acls_peer_review_process_2.pdf

NEH Fellowships
http://isla.nd.edu/assets/27471/neh_fellowships.pdf

http://isla.nd.edu/assets/27506/aclswritingfellowshipproposals.pdf

September 25: The Proposal

Proposals by: Bernadette, Maria

Required readings:

Locke, Lawrence F., Waneen Wyrick Spirduso and Stephen J. Silverman. 2007. *Proposals That Work: A Guide for Planning Dissertations and Grant Proposals.* Thousand Oaks, CA: Sage Publications. Chapter 1 "The Function of the Proposal" (3-24) and Chapter 3 "Developing the Thesis or Dissertation Proposal: Some Common Problems" (41-61).

Krathwohl and Smith, Chapter 1, "What is a Proposal?" (3-14).

October 2: Proposal Review

Proposals by: Paul, Meryl

Required readings:

Becker, Chapters 3-5.

October 9: Proposal Review

Proposals by: Quynh

Required readings:

Becker, Chapters 6, 7, 8, and 10.

October 16: Proposal Review

Proposals by: Maria, Surafel

Required readings:

Krathwohl and Smith, Chapter 3 (pp. 31-42).

October 23: Proposal Review

Proposals by: Meryl, Shana

Required readings:

Krathwohl and Smith, part of Chapter 4 (pp. 45-52) and pp. 69-74

October 30: Proposal Review (class starts at 2:15)

Proposals by: Bernadette, Paul, Jose

November 6: Proposal Review (class starts at 2:15)

Proposals by: Akshya, Anindita, Surafel

November 13: Proposal Review

Proposals by: Sravanthi, Janeke

Required readings:

Booth, Wayne, Gregory Colomb and Joseph Williams. 2003. *The Craft of Research.* Chicago: University of Chicago. Chapter 16, "Introductions and Conclusions" (pp. 263-280).

November 20: Proposal Review

Proposals by: Janeke, Kwame, Jose

November 27: No class

December 4: Proposal Review (2:15-4:45)

Proposals by: Kwame, Sravanthi, Anindita, Quynh

Course wrap up and evaluations

December 11 : TBD

UNIVERSITY POLICIES AND RESOURCES:

Student Conduct Code: The University seeks an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of the University. Similarly, the University seeks a community that is free from violence, threats, and intimidation; that is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and that does not threaten the physical or mental health or safety of members of the University community.

As a student at the University you are expected adhere to Board of Regents Policy: *Student Conduct Code*. To review the Student Conduct Code, please see: http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf.

Use of Personal Electronic Devices in the Classroom: Using personal electronic devices in the classroom setting can hinder instruction and learning, not only for the student using the device but also for other students in the class. To this end, the University establishes the right of each faculty member to determine if and how personal electronic devices are allowed to be used in the classroom. For this class, please limit your use of laptops to accessing material for the class discussion or note-taking; please do not use class time for email or other uses of your laptop. For complete information, please reference: http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html.

Scholastic Dishonesty: You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. (Student Conduct Code: http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf) If it is determined that a student has cheated, he or she may be given an "F" or an "N" for the course, and may face additional sanctions from the University.

Makeup Work for Legitimate Absences: Students will not be penalized for absence during the semester due to unavoidable or legitimate circumstances. Such circumstances include verified illness, participation in intercollegiate athletic events, subpoenas, jury duty, military service, bereavement, and religious observances. Such circumstances do not include voting in local, state, or national elections. For complete information, please see: http://policy.umn.edu/Policies/Education/Education/MAKEUPWORK.html.

Appropriate Student Use of Class Notes and Course Materials: Please see: http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html.

Grading and Transcripts: Please refer to: http://policy.umn.edu/Policies/Education/Education/GRADINGTRANSCRIPTS.html.

Sexual Harassment: "Sexual harassment" means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature. Such conduct has the purpose or

effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment in any University activity or program. Such behavior is not acceptable in the University setting. For additional information, please consult Board of Regents Policy: http://regents.umn.edu/sites/default/files/policies/SexHarassment.pdf

Equity, Diversity, Equal Opportunity, and Affirmative Action: The University will provide equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression. For more information, please consult Board of Regents Policy: http://regents.umn.edu/sites/default/files/policies/Equity_Diversity_EO_AA.pdf.

Disability Accommodations: The University of Minnesota is committed to providing equitable access to learning opportunities for all students. Disability Services (DS) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations. If you have, or think you may have, a disability (e.g., mental health, attentional, learning, chronic health, sensory, or physical), please contact DS at 612-626-1333 to arrange a confidential discussion regarding equitable access and reasonable accommodations. If you are registered with DS and have a current letter requesting reasonable accommodations, please contact your instructor as early in the semester as possible to discuss how the accommodations will be applied in the course. For more information, please see the DS website, https://diversity.umn.edu/disability/.

Mental Health and Stress Management: 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 and may reduce your ability to participate in daily activities. University of Minnesota services are available to assist you. You can learn more about the broad range of confidential mental health services available on campus via the Student Mental Health Website: http://www.mentalhealth.umn.edu.

Academic Freedom and Responsibility*:* Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom and conduct relevant research. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.* When conducting research, pertinent institutional approvals must be obtained and the research must be consistent with University policies. Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructor, your adviser, the associate dean of the college, or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost. *Language adapted from the American Association of University Professors "Joint Statement on Rights and Freedoms of Students".*