

# **Anth 593 – Proposal Writing Spring 2021**

## **Class meets Wednesday 4:25 to 7:25**

Randall H. McGuire

Office: Sci-1, Rm 228

**Class Zoom:** <https://binghamton.zoom.us/j/95098969404>

Feb 26 <https://binghamton.zoom.us/j/94187718855>

Office hours: T 1:15-2:15, W 10:30-11:30, Or by appointment

**Zoom Personal Meeting Room for office hours:** <https://binghamton.zoom.us/j/9205378216>  
[rmcguire@binghamton.edu](mailto:rmcguire@binghamton.edu), 607-777-2100

Writing research proposals is an essential skill for anthropologists. In a research proposal, we define the direction and details of our research. A well designed proposal plots a road map for executing our research program. It also requires us to consider how our research is important and for whom it is important. Pragmatically a grant proposal must present a compelling argument that convinces peer reviewers and funding agencies to provide us with monies to do our research.

**Course Prospectus:** Proposal Writing is a graduate course that will teach anthropology students how to write successful grant proposals. This course will help students to master the skills necessary to produce competitive research proposals. We will do this by 1) reading and discussing recommendations by experienced grant writers &/or foundation administrators, 2) by investigating and discussing foundation mission statements, application information, procedure descriptions, etc. (especially current information available on the web, 3) reading, outlining, and evaluating examples of proposals, and 4) by developing a proposal following the NSF Doctoral Dissertation Improvement Grant format. (You may request that an alternative foundation format be approved by the instructor.) 5) We will also explore the process of proposal review, and work to understand what reviewers seek, as well as to develop our own peer review skills.

The only way to learn to write and evaluate good proposals is to do it, so this course will emphasize writing and reading. At the beginning of the semester, you must choose a topic that you find engaging and exciting. You will only be able to convince people of the importance of your research if it excites you. Ideally, your proposal will be related to your thesis or dissertation research, although this is not a requirement. Because funding agencies often have arbitrary, fixed and unyielding deadlines, all of your work for this class must be done on time.

**Class Format:** I have organized this seminar as an intensive workshop. Most of the time students will be presenting and discussing their own work in class. You must be open to constructive criticism and to the possibility of rethinking parts of your research projects; and everyone must also take a rigorous yet supportive and noncompetitive approach when you review other people's proposals. The assigned writing for each class must be done and sent to your reviewers by the Monday before the class that the writing is due.

**Requirements:** The core requirement for this course is to write a NSF Doctoral Dissertation Research Improvement Grant proposal. Your grade will be based on your final proposal draft (60%), your peer reviews of other proposals (25%), and class participation (15%).

**Course Objectives:** Upon successful completion of this course, students will:

- Have a detailed understanding of how to write proposals and of the review process, including techniques for identifying and approaching potential funders and for surviving the application process;
- Demonstrate a sophisticated understanding of the parts of a compelling research proposal, including the problem statement, the research plan, the theoretical background, and the anthropological contribution;
- Be able to produce a polished research proposal for submission to funders.

**Course Materials:** will be posted in files under the “Content” heading on our My Courses site or links in the class schedule below. There are two required texts that can be obtained at the University bookstore or through online booksellers.

#### Required Texts

*The Nuts and Bolts of Grant Writing*, by Cynthia E. Carr, 1st edition, 2014, 978-1452259031

*Having Success with NSF: A Practical Guide* 1st Edition, Ping Li & Karen Marrongelle, 2012, 978-1118013984

Carr covers all the aspects of grant writing. Pi and Morrengelle provide insiders’ perspectives on the mechanics and workings of the NSF.

**Four Credit Statement:** This course is a 4-credit course, which means that students are expected to do at least 12.5 hours of course-related work or activity each week during the semester. This includes scheduled seminar meeting times as well as time spent completing assigned readings, participating in discussions, preparing written assignments, and other course-related tasks.

**Academic Honesty and Professional Expectations:** All students are expected to comply with the Binghamton University Academic Honesty Code. (<http://www2.binghamton.edu/grad-school/faculty-and-staff/policy/academic-honestypolicy.html>). If you violate this code you will receive an F in the course and be subject to disciplinary actions as provided in the code and implemented in the Graduate School. We expect all students to comport themselves in a professional manner in this class and exhibit respect for both the instructors and their fellow students at all times. During class students are not allowed to use cell phones or other personal electronic devices in any way. In class, students may take notes on a portable computer but no other use of a portable computer is allowed.

## Some Sources of Funding

National Science Foundation  
Wenner-Gren  
Social Science Research Council  
Fulbright  
National Institute of Health  
National Endowment for Humanities  
National Geographic  
Samuel H. Kress Foundation  
Dumbarton Oaks  
National Gallery of Art  
National Parks Service  
Lewis & Clark Fund for Exploration and Field Research  
Bill & Melinda Gates Foundation  
Leakey Foundation

## Anth 593 – Proposal Writing Class Schedule – Spring 2021

2/17 What makes for interesting research?

**Assignment:** Present to the class a brief summary of your background and research. Read Dissertation improvement grants in Content area of class Blackboard site.

2/24 Selecting a funding source.

**Assignment:** Identify your funding source, visit its webpage, report to class, read Li & Marrongelle Ch1., Carr Chs 1-4

[https://www.nsf.gov/funding/pgm\\_summ.jsp?pims\\_id=505076](https://www.nsf.gov/funding/pgm_summ.jsp?pims_id=505076) NSF Archaeology

[https://www.nsf.gov/funding/pgm\\_summ.jsp?pims\\_id=505057](https://www.nsf.gov/funding/pgm_summ.jsp?pims_id=505057) NSF Cultural

[https://www.nsf.gov/funding/pgm\\_summ.jsp?pims\\_id=5407](https://www.nsf.gov/funding/pgm_summ.jsp?pims_id=5407) NSF Biological

[https://www.nsf.gov/funding/pgm\\_summ.jsp?pims\\_id=505033&org=SBE&from=home](https://www.nsf.gov/funding/pgm_summ.jsp?pims_id=505033&org=SBE&from=home) NSF Linguistics

2/26 Discuss Nuts and Bolts of Grant Writing in class, Read Carr Chs 5-10.

<https://study.sagepub.com/carr/student-resources/interview-with-joseph-mcnicholas>

The Research Whisperer <https://theresearchwhisperer.wordpress.com/>

Wenner-Gren Grant Season Journal, Parts 1, 2 & 3 <http://blog.wennergren.org/category/how-to-write-a-grant-proposal/>

3/3 Analyze and critique sample proposals, parts of a Dissertation Research Improvement Grant.

Assignment: Read sample proposals by McGuire and Sanger, Watch YouTube video -

<https://www.youtube.com/watch?v=WMoGdIFgy5o&feature=youtu.be&fbclid=IwAR2XByM3C41JXbi2cLdNUzXDISOEKFcisX1FS-kFN2bDI6jma6nteuGBA9Y>

- 3/10 Meet with Benjamin A Fay <bfay@binghamton.edu>, Grant/Contract Administrators, Research Development Services [<http://research.binghamton.edu/RDS/index.htm>] in  
**Assignment:** NSF Grant Proposal Guidelines  
[https://www.nsf.gov/publications/pub\\_summ.jsp?ods\\_key=nsf20001](https://www.nsf.gov/publications/pub_summ.jsp?ods_key=nsf20001)  
**Assignment:** Read Advice File Folder, the file “Web sites with good advice on Grant Writing for Social Sciences” is optional.
- 3/17 **Rejuvenation Day – NO CLASS**
- 3/24 Ethics of Research  
**Assignment:** Be prepared to present in class one example of ethical dilemmas relevant to your research interests. Read in their entirety: Ethics folder in Content  
<https://www.binghamton.edu/research/compliance/humansubjects/>  
<https://www.binghamton.edu/research/compliance/responsibleconductofresearch.html>  
<https://www.americananthro.org/LearnAndTeach/Content.aspx?ItemNumber=1942&navItemNumber=731>  
<http://ethics.americananthro.org/category/statement/>  
<https://www.saa.org/career-practice/ethics-in-professional-archaeology>  
[www.saa.org/quick-nav/saa-media-room/news-article/2018/09/05/task-force-on-revisions-of-the-saa-principles-of-archaeological-ethics-stage-one](http://www.saa.org/quick-nav/saa-media-room/news-article/2018/09/05/task-force-on-revisions-of-the-saa-principles-of-archaeological-ethics-stage-one)
- 3/31 Student Panel  
**Assignment:** Read Student Panel file in Content.
- 4/7 Defining the research, research problem/research question, theory/hypothesis, general/specific. Overall theoretical focus. Read Li and Marrongelle Ch 2 and Ch 3.  
**Assignment:** Bring and present to the class a statement of a research problem and question set in a theoretical perspective. 800 to 850 words. Read the Stories Folder.  
<http://writing2.richmond.edu/writing/wweb/thesis.html>
- 4/14 Background and Context and Research Objectives  
**Assignment:** Bring in and present to the class a statement of background and context that establishes the relevancy to the research problem and question. 800 to 850 words.  
**Assignment:** Bring and present to the class a statement on what data you will collect (observations that you will make) that states how this data will answer the research question. 800 to 850 words.
- 4/21 Research Design and logistics.  
**Assignment:** Bring and present to the class a statement on methods, data collection analysis and logistics. 800 to 850 words. How will these activities generate the data needed for the research objectives?
- 4/28 Review

**Assignment:** Write introduction, contributions of research, and the Project Summary to form a complete proposal and share with your reviewers. The Project Description cannot exceed 10 pages. Include your references. read Li & Marrongelle Ch 4.  
[http://www.nsf.gov/pubs/policydocs/pappguide/nsf15001/gpg\\_3.jsp#IIIA](http://www.nsf.gov/pubs/policydocs/pappguide/nsf15001/gpg_3.jsp#IIIA)

5/5 Revision

Assignment: discuss revisions for your proposal in class. read Li & Marrongelle Ch 5. Submit draft proposals and the reviews to Dr. McGuire

5/12 Budget, Budget justification and all the loose ends

**Assignment:** Present to the class a budget and budget justification.

[https://theresearchwhisperer.wordpress.com/2014/10/07/simple-research-budget/?fbclid=IwAR1GhJIDNKKTdZ-9MzYZd3XZ5bp\\_m-cr0rbbvign1wfMlvi9PCz\\_e3WaS7w](https://theresearchwhisperer.wordpress.com/2014/10/07/simple-research-budget/?fbclid=IwAR1GhJIDNKKTdZ-9MzYZd3XZ5bp_m-cr0rbbvign1wfMlvi9PCz_e3WaS7w)

Wenner Gren Grant Season Journal, Part 4 <http://blog.wennergren.org/category/how-to-write-a-grant-proposal/>

We will discuss what you do once you receive the grant! read Li & Marrongelle Ch 6 and 7.

[https://www.nsf.gov/pubs/policydocs/pappg19\\_1/nsf19\\_1.pdf](https://www.nsf.gov/pubs/policydocs/pappg19_1/nsf19_1.pdf)

5/26 Submit completed proposal on line via Turnitin by 5:00PM – no late proposals will be accepted!