ANTH 7030 (sec. 1)   Spring 2014

PRACTICUM IN ANTHROPOLOGY: PROFESSIONALISM SEMINAR

Wednesdays 10 am-- 12:30 pm.   Anthropology Seminar Room, Hale 455

Payson Sheets, office Hale 160. (303) 492-7302. Office Hours: 10:3Q-11:30 Tuesday, Thursday, and by appointment.

A practicum is a seminar organized in a workshop format, with a maximum of student participation and interaction. This practicum is designed for graduate students who anticipate a professional future that includes writing research proposals to fund their investigations, and writing peer-reviewed articles and book chapters. Therefore a key element of the practicum is learning why and how to seek constructive criticism, so a draft of a proposal or manuscript can benefit and be substantially improved prior to submission. The goal for each student, by the end of the semester, is the completion of a critiqued and revised research proposal, in the format of a Dissertation Improvement Grant Proposal for the National Science Foundation. We also read and work on some senior proposals, to prepare you for your proposal writing after you earn your PhD.

During the semester we will explore the practical aspects of constructing a successful research proposal, including your Curriculum Vita (CV) and Biographical Sketch, writing a compelling "Project Summary" (a detailed abstract), and integrating theory with method and data into a compelling and successful proposal. Crucial sections are ''Intellectual Merits" and "Broader Impacts." We will focus on NSF Doctoral Research Improvement Grant Proposals as our *gold standard,* but also include consideration of other granting agencies such as National Geographic, Wenner-Gren, National Endowment for the Humanities (NEH), Fulbright, and Social Science Research Council (SSRC).

We also will consider broader aspects of functioning within the professional community of anthropologists, including making presentations at professional meetings, applying for teaching/research positions, ethics in the subfields of anthropology, and other relevant topics.

In proposal writing do **_not_** EVER EVER include the words *"fill a gap"* because that means you do not have a significant reason to do the research, and reviewers and the agency will direct funds to other researchers.

The most successful proposals begin with theory, and then go into details as to what, how, why, when, and where.

Date   Topic and Assignments

Week 1: 15 Jan   Introduction. Format and organization of Practicum. Components of a research proposal. CV and Biographical Sketch assignments.

Special Guest: Dr. Terrence McCabe. Proposal Writing in Cultural Anthropology.

Assignment for next week: Read lntro materials distributed electronically as PDFs, with particular attention to the two articles on proposal writing (Silverman, Przeworski), and the article by Porter. Please note variation among the reviewers' criticisms of the

manioc article for _Latin American Antiquity_ and reviewers of the NSF manioc research proposal. Read all 12 files very carefully, as they establish the context for the entire semester.

Week 2: 22 Jan   CV and Biographical Sketch due, hard copies.   Discuss 12 Intro files and McGilvray's resources.   Assignment for next week: Read & critique proposals, one per subdiscipline, #s 1, 2, & 3. (see NSF review criteria in syllabus below, and last page in NSF proposal critique file in the Intra readings for your five mandatory sections).

Week 3: 29 Jan   Critiques due, and discussed in class. Assignment: read & critique proposals #s 4 & 5 & 6.

Week 4: 5 Feb Discuss proposals 4-6.
Assignment: Write rough first draft of your Project Summary (1 p single spaced, with title). Also: Read and critique Proposals# 7 & 8.

Week 5: 12 Feb Special Guest: Catherine Cameron.   Discuss Proposals 7&8.
        Your Project Summary hard copy due. Critiques due of 7&8, and discussed in class.
Assignment: Read and critique proposals #s 9 & 10.

Week 6: 19 Feb Special Guest: Arthur Joyce.   Annotated outline of entire research proposal due hard copy. Class discussions. Proposal #s 9 and 10 critiques due, discussed in class. Graphic illustrations. CU Human Research Committee (Institution Review Board: http://humanresearch.colorado.edu/).

Week 7. 26 Feb   The first rough draft of your entire proposal distributed to all seminar participants.   Each person critiques three proposals. (number may need to be adjusted, depends on enrollment).

Week 8: 5 Mar   Receive in-class written and verbal critiques of your proposals. Begin revising, Submit revised proposals to at least 1 faculty in your subdiscipline, 2 preferred (you arrange). Submit to faculty mid-late March, after you have done revisions; ask for them back from faculty by 9 April.

Week 9: 12 Mar   Continue with in-class verbal critiques of your proposals. Applying for positions.
Assignment for next week: Ethics in Anthropology subfields (get ethical statements from websites; begin at http://www.ameranthassn.org/index.htm and link to SAA and SfAA, etc. see Ethics file in Intro readings).   Prepare your comments for class discussion on how these could affect your research.

Week 10. 19 Mar   Discuss ethics, research misconduct.

 Week 11. 22-30 Mar: NO CLASS: Spring Break

Week 12: 2 Apr   Submitting manuscripts for peer review Oournals and edited books). Acceptance and rejection rates. Criteria. Presentations at national meetings (AAA, SAA, AAPA) and abstract preparation. PowerPoints. Organizing symposia.

Week 13: 9 Apr   Receive outside faculty critiques of proposals. Discussion of critiques, how to revise. Begin revising for 30 April deadline.

Week 14: 16 Apr   Student Formal Presentations, PowerPoint-illustrated. Each is 30 minutes long, with discussion period following each.

Week 15: 23 Apr   No Class (Prof at SAA meetings)

Week 16: 30 Apr   Student Formal Presentations, PowerPoint-illustrated. Final version of your Research Proposal turned in. Summary and Conclusions.

Each student will critique each proposal, handing in a 1-2 page single spaced hard copy commentary that includes the NSF criteria of *Intellectual Merit* and *Broader Impacts.* Also include a section of Strengths, and a section of Weaknesses, and finally a Summary statement. Each review must contain all five prose sections. And finally, present a final evaluation (Excellent, Very good, Good, Fair, or Poor).

Possible Funding agencies: NSF, NEH, Fulbright, National Geographic (Committee on Research and Exploration), Wenner-Gren, FAMSI, National Endowment for the Humanities, McArthur Fndn, Kress Fndn, Ford Fndn, Rockefeller Fndn, Pew Charitable Trust, Tinker Fndn, NIMH, Park Service, Forest Service, BLM….

Timely completion of assignments (i.e. meeting deadlines) is important in this seminar as well as professionally; hence 10% is deducted per day late for any written assignment.

Required Readings:
All readings distributed as downloadable PDFs.

NSF Directorate for Social, Behavioral, & Economic Sciences (includes anthropology): Doctoral Dissertation Research Improvement Grants. See this website: http://www.nsf.gov/funding/pgm_summ.isp?pims_id=13453&org=NSF

The NSF guide to grant proposal writing, etc, is available at: http://www.nsf.gov/pubs/policydocs/pappquide/nsf 11001/gpgprint.pdf

Your grade is based on the following:

Verbal participation throughout the semester 25%
Critiques of proposals   20%
Your CV, Bio sketch, and Project Summary 5%
Annotated Outline of your Research Proposal   5%
First draft of your Research Proposal   10%
Formal verbal presentation, illustrated by PowerPoint 10%

Final Version of your Research Proposal   25%

Students with disabilities should consult with the professor ASAP. We adhere to the Student Code of Conduct.

NSF Review Criteria

The National Science Foundation strives to conduct a fair, competitive, transparent merit-review process for the selection of projects. All NSF proposals are evaluated through use of two National Science Board approved merit review criteria. In some instances, however, NSF will employ additional criteria as required to highlight the specific objectives of certain programs and activities. For example, proposals for large facility projects also might be subject to special review criteria outlined in the program solicitation. The two merit review criteria are listed below. The criteria include considerations that help define them. These considerations are suggestions, and not all will apply to any given proposal. While proposers must address both merit review criteria, reviewers will be asked to address only those considerations that are relevant to the proposal being considered and for which the reviewer is qualified to make judgments.

What is the intellectual merit of the proposed activity?
How important is the proposed activity to advancing knowledge and understanding within its own field or across different fields? How well qualified is the proposer (individual or team) to conduct the project? (If appropriate, the reviewer will comment on the quality of prior work.) To what extent does the proposed activity suggest and explore creative, original, or potentially transformative concepts? How well conceived and organized is the proposed activity? Is there sufficient access to resources?

What are the broader impacts of the proposed activity?
How well does the activity advance discovery and understanding while promoting teaching, training, and learning? How well does the proposed activity broaden the participation of underrepresented groups (e.g., gender, ethnicity, disability, geographic, etc.)? To what extent will it enhance the infrastructure for research and education, such as facilities, instrumentation, networks, and partnerships? Will the results be disseminated broadly to enhance scientific and technological understanding? What may be the benefits of the proposed activity to society?

Mentoring activities provided to postdoctoral researchers supported on the project, as described in a one-page supplementary document, will be evaluated under the Broader Impacts criterion.

NSF staff will give careful consideration to the following in making funding decisions:
Integration of Research and Education
One of the principal strategies in support of NSF's goals is to foster integration of research and education through the programs, projects and activities it supports at academic and research institutions.