I write when I’m inspired, and I see to it that I’m inspired at nine o’clock every morning
- Peter de Vries

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About

Day: Friday  
Time: 1:30-4:00  
Location: Saunders 329

Instructor: Alex Golub  
Phone: 956-6576  
Email: golub@hawaii.edu  
Office Hours: Friday, 1-3 pm, Saunders 313

Description

This seminar focuses exclusively on the design of research and the preparation of a research proposal. First, we review how to build a research design: how research proposals are put together, and which criteria are used to evaluate them. We also examine different kinds of research, how research is conceptualized within each genre, and the creation of effective designs and proposals. We will also review and critique examples of funded research proposals. The focus on proposals is useful not only because grant writing is an important skill in its own right, but also because an effective proposal involves all elements of research design—from statement of the problem to data analysis. Finally, each student will write a research proposal.

Student Learning Objectives

Students who complete this course will be able to:

- Formulate a feasible research question, and design research to answer it.
- Discuss the ethical implications of research.
- Develop skills to read carefully and critically your peers’ proposal drafts, and articulate questions and suggestions concerning their proposal drafts and planned research in a challenging but constructive manner.
- Think productively about critiques of your work, especially critiques that seem the most challenging, misguided or irrelevant.
- Submit a grant proposal for extramural funding of your dissertation research.

Grading

Your grade is determined by three activities:

- Grant proposal: The main requirement for this seminar is the preparation of a research proposal. For the sake of consistency, we will use the National Science Foundation’s Dissertation Improvement Grant format. These proposals will be the object of discussion and evaluation for two class periods, during
which we will provide constructive feedback to each proposal writer. The proposal will constitute 50% of your grade for the seminar, and involves multiple components (research question assignment, research conceptualization worksheets, project summary, proposal in draft and final form [including full bibliography/references cited section]).

• Proposal reviews: You are also required to produce two proposal reviews using the NSF reviewer format of previously submitted proposals. This is worth 20% of your grade.

• Performance in seminar: Teams of students will take responsibility for organizing one class session during the semester, in consultation with the professor. Also, your class attendance and general participation comprise 30% of your grade. Your participation grade will be based on the following elements: Do you attend class on a punctual and regular basis? Do you demonstrate that you have completed the assigned readings? Do you offer thoughtful analyses, and critiques of the topics discussed in class? Do your comments build on the comments of other class members?

Schedule

1
23 Aug - 29 Aug
Introduction
ASSIGNED READING: Creswell 2008: Chap 1; Locke et al. 2007: Chaps 1, 3
BRING TO CLASS: 1-paragraph description of your research project (topic, relevance)

2
30 Aug - 5 Sep
Selecting a Research Topic
ASSIGNED READING: What makes a good research question?
<http://www.socscidiss.bham.ac.uk/s7.html>
BRING TO CLASS: Three (3) possible research topics & three (3) research questions for each topic.

3
6 Sep - 12 Sep
Labor Day 6 Monday
Literature Search and Literature Review
ASSIGNED READING: Creswell 2008: Chap 2; Locke et al. 2007: Chap 4;
Research Design page online:
http://globetrotter.berkeley.edu/DissPropWorkshop/nuts&bolts/design.html
BRING TO CLASS: Completed “Conceptualizing Your Research” worksheets.
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<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topic</th>
<th>Assigned Reading</th>
<th>Bring to Class</th>
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<tbody>
<tr>
<td>4</td>
<td>13 Sep - 19 Sep</td>
<td><strong>Fundamentals of a Research Proposal</strong></td>
<td>Creswell 2008: Chaps 4 (pp. 73-87 only), 5; Locke et al. 2007: Chap 6, 9</td>
<td>3 refined research questions or hypotheses that you plan to examine in your work</td>
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<td>5</td>
<td>20 Sep - 26 Sep</td>
<td><strong>Research Procedures: Deductive vs. Inductive Methodologies</strong></td>
<td>Creswell 2008: Chaps 7, 8, 9; Locke et al. 2007: Chap 5</td>
<td>Proposal review #1.</td>
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<td>6</td>
<td>27 Sep - 3 Oct</td>
<td><strong>Group Process: Reviewing Proposals</strong></td>
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<td>Proposal review #1 to discuss proposal with classmates.</td>
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<td>8</td>
<td>11 Oct - 17 Oct</td>
<td><strong>Research Process &amp; Significance</strong></td>
<td>Creswell 2008: Chap 6</td>
<td>Short (i.e., ¼ - 1 page) Project Summary of your research project and its significance.</td>
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9
18 Oct - 24 Oct

Basic Research: Humanities vs. Social Sciences

ASSIGNED READING: Creswell 2008: Chap 1
The proposal writer’s guide online at: http://www.research.umich.edu/proposals/PWG/pwgcontents.html;
BRING TO CLASS: Short (i.e., ½-1 page) revised statement that lists your research problem, identifies your proposed research as either Humanities or Social Sciences, and provides a rationale for this classification.

10
25 Oct - 31 Oct

Basic Research: Natural Sciences

ASSIGNED READING: Proposal writing checklist (from NIH) online at: http://www.niaid.nih.gov/ncn/grants/charts/checklists.htm#gwrite
BRING TO CLASS: Proposal review #3. Be prepared to discuss proposal.

11
1 Nov - 7 Nov

Election Day Tuesday 2 Nov

Research and Ethics

ASSIGNED READING: American Anthropological Association Code of Ethics online at: http://www.aaanet.org/stmts/ethstmt.htm; Creswell 2008: Chap 4 (pp. 87-93); Locke et al. 2007: Chap. 2
IN CLASS ASSIGNMENT: bring eight copies of 1-2 page (typed double-spaced) Ethics Statement that outlines anticipated ethical issues you will face during your research, and how you intend to deal with them. Include a statement on how you plan to compensate informants (where appropriate).

12
8 Nov - 14 Nov

Veteran’s Day 11 Nov Th

Case Studies in Archaeological Research Design: Guest lecturer: An Archaeologist

ASSIGNMENT: work on your proposal
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<th>Date</th>
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<tr>
<td>15 Nov - 21 Nov</td>
<td>Case Studies in Physical Anthropological Research Design:</td>
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<td>Guest Lecturer: A Physical Anthropologist</td>
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<td><strong>GROUP 1 PROPOSALS DUE BY EMAIL TO ALL CLASS MEMBERS AT 1:30 PM 4/14/09</strong></td>
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<tr>
<td>22 Nov - 28 Nov</td>
<td>T-Th 25-26 Thanksgiving</td>
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<td><strong>Group 1 Proposal Discussions and Feedback</strong></td>
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<td><strong>ASSIGNED READING: classmates' proposals</strong></td>
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<td><strong>GROUP 2 PROPOSALS DUE BY EMAIL TO ALL CLASS MEMBERS BY 1:30 PM 4/21/09</strong></td>
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<tr>
<td>29 Nov - 5 Dec</td>
<td><strong>Group 2 Proposal Discussions and Feedback</strong></td>
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<td><strong>ASSIGNMENT: revise proposal; be sure to respond to classmates’ and instructor’s comments.</strong></td>
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<td>6 Dec - 12 Dec</td>
<td>Last day of Instruction Th 9 Dec</td>
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<td><strong>Discussion and Wrap-up</strong></td>
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<td><strong>FINAL REVISED PROPOSAL DUE IN CLASS</strong></td>
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