

## Development Studies and Social Change (DSSC) 8212

### Doctoral Research Workshop

Spring Semester 2013  
Monday 3:00 - 5:00pm in CSOM 1-136

1 credit, S/N only

#### **Instructor:**

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Office Hours: Tuesdays 4-5:45 pm and by appointment

#### **COURSE OBJECTIVES:**

The Doctoral Research Workshop is designed to meet the needs of ICGC Scholars writing dissertation proposals and preparing for dissertation research. The **Fall semester** of this workshop has as its primary objective the practical purpose of assisting ICGC Scholars in writing successful grant proposals to support their dissertation research. It provides a forum for students and faculty to discuss the elements of a successful proposal, share information on funding sources, and critique one another's proposal drafts. In participating in this workshop with an interdisciplinary group of ICGC 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. **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.

#### ***Spring semester requirements***

**(1) In order to receive credit for the course, all participants are expected to attend each session.** Only one unexcused absence will be allowed. If you need to miss any additional sessions, please contact the instructor prior to the class meeting.

**(2) Please post questions for the guest panelist to the class website by 3 pm on the Sunday before class, the first class meeting excepted.** Please also complete any short readings on the panel theme suggested by the guest panelists – we will make them available one week prior to the class session. **If readings are assigned, short reflections about them should be posted to the class website by 3 pm on the Sunday before class.**

– *The following are relevant only if proposals are reviewed ... if not, skip to p.4* –

**(3) Proposals should be posted to the class website.** The comments will be available for viewing by class members and authors will also be able to post responses to the comments of others if they so desire.

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, 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 due on the website by midnight on Wednesday, the week before they will be discussed.**

**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.

**(3) In preparation for the class sessions when proposals are discussed (if any), we ask you to closely read each proposal and prepare a minimum of one page of written comments for each author.** 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.

To make your comments as coherent and useful as possible, please address the criteria listed below, plus any additional thoughts that you may want to share with the proposal writer. You may also provide edits to the document itself – but your comments should be stand-alone, posted into the Moodle box.

### **Proposal Discussion Sessions**

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 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, clarity, and presentation of the proposal.

The person receiving comments on his/her proposal may want to bring a **tape recorder** in order to capture all the comments he/she will receive. Past classes have agreed to let participants use tape recorders, and we will ask current members whether taping is acceptable to them.

### **Peer review of proposals**

Please 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. Our 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 criticism of your own proposal, remember that the workshop goal is to help you turn out the most competitive proposal possible and to secure funding 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 potential problems are seen by the people holding the money!

### **Web-site instructions:**

To access the class WebVista site:

1. Go to <http://www.myu.umn.edu>
2. Log in with your UM internet ID (X.500 username) and password
3. Click the *my Courses* tab
4. Select the *Active* tab to display a list of your courses
5. Click on the *Section 001* link found next to this course's name

The first time you try to access the class website, access may be denied – but your attempt “initiates” your access. You should be able to sign on 24 hours later.

### **Sessions with Guest Speakers**

The sessions at which advanced ICGC Scholars and faculty or guest speakers will share their research experience and expertise are intended to provide information on research issues and methods that will be useful in your own research or in understanding and evaluating the research of other scholars. The panelists will each make a brief presentation, followed by discussion. In order to make these sessions as productive as possible, we will ask you to prepare questions related to the panel topic prior to the class session and sometimes to do a reading on the topic. We will provide short readings suggested by guest panelists in advance of the class session.

### **SPRING 2013 WORKSHOP SCHEDULE**

**WEEK 1 – January 21: No class.**

**WEEK 2 - January 28: Combining qualitative and quantitative research.**

Greta Friedemann-Sanchez (anthropologist, Humphrey School) will also talk about taking field notes.

No readings.

**WEEK 3 - February 4: Power dynamics in the field**

Joe Soss (Humphrey School)

Readings:

Pachirat, Tim (2009) “The Political in Political Anthropology: Dispatches from the Kill Floor,” Chapter 6 in E. Schatz, ed., *Political Ethnography: What Immersion Contributes to the Study of Power*, Chicago: University of Chicago Press, pp. 143-161.

Shehata, Samer (2006) "Identity, Ethnography, and the Production of Knowledge," Chapter 13 in D. Yanow and P. Schwartz-Shea, eds, *Interpretation and Method: Empirical Research Methods and the Interpretive Turn*, Armonk NY: M.E. Sharpe, pp. 244-263

Stacey, Judith (1988) "Can There Be a Feminist Ethnography?" *Women's Studies International Forum*, 11(1): 21-27.

#### **WEEK 4 - February 11: Institutional Review Board**

Jeffery Perkey (Research Compliance Supervisor, Institutional Review Board)

Readings: Link to IRB discussion on website.

#### **WEEK 5 - February 18: Interviewing**

Dan Kelliher (Political Science)

Readings:

Christopher B. Barrett & Jeffrey W. Cason (2010) *Overseas Research: A Practical Guide*, Second Edition, NY: Routledge. Chapter 7 (pp. 102-119).

#### **WEEK 6 - February 25: Archival and textual analysis**

Heidi Gengenbach (History)

Readings:

Zemon Davis, Natalie (1990) *Fiction in the Archives: Pardon Tales and Their Tellers in 16<sup>th</sup>-century France*, Introduction, pp. 1-6 and notes pp. 145-151.

Mbembe, Achille (2002) "The Power of the Archive and Its Limits," pp. 12-26 in Hamilton, Carolyn et al, *Refiguring the Archive*.

ECHO – European Community Humanitarian Office (2013) *Humanitarian Implementation Plan 2013: Mali*, pp. 1-6.

Please read Zemon Davis and Mbembe first, noting the issues and questions they raise about taking a critical approach, and then examine/analyze the ECHO document with those issues and questions in mind.

Bring to class: an example of a document that you might use in your research.

**WEEK 7 - March 4: Collaborative research with communities or practitioners**

Fran Vavrus (OLPD)

Readings:

Vavrus, Frances, Lesley Bartlett, and Victorini Salema (forthcoming) "Introduction," Chapter 1 in Frances Vavrus and Lesley Bartlett, eds., *Teaching in Tension: International Pedagogies, National Policies, and Teachers' Practices in Tanzania*, Sense Publishers, pp. 1-23.

Bartlett, Lesley et al (forthcoming) "International Collaboration," Chapter 10 in Frances Vavrus and Lesley Bartlett, eds., *Teaching in Tension: International Pedagogies, National Policies, and Teachers' Practices in Tanzania*, Sense Publishers, pp. 173-196.

**WEEK 8 - March 11: Student panel**

June Msechu (Tanzania), Valerie Were (Kenya), & Phuthego Molosiwa (Botswana)

**– Class ends just before Spring Break –**