

Proseminar in research and professional development (ANTH 901)

University of Nebraska-Lincoln
College of Arts and Sciences
School of Global Integrative Studies
Spring 2023

Class meetings

Room: 827 Oldfather Hall
Time: W 2:30-5:00pm

Instructor

Dr. Patrick Bitterman
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Student (office) Hours: W 9:30-11am, or by appointment

Department Chair

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Course description

This seminar is designed to help graduate students in geography and anthropology develop several skills – crafting research designs, proposals, and presentations – that they will use throughout their professional life. Over the course of the semester, this course will explore issues of effective writing, adapting proposals for different audiences, reviewing grants and manuscripts, research ethics, and preparing professional presentations (talks, papers, posters). The major emphasis of the course will be addressing how to craft a study that effectively links theory to arguments to research questions to methods and analysis, as well as how to present this work. To explore these issues the course will draw on readings, discussion, review of successfully funded proposals and peer review of research proposals.

Learning objectives

By the end of the term, students will be able to successfully:

- Demonstrate they possess the skills necessary to collect, analyze, and interpret data.
- Critically evaluate the strengths and weaknesses of research proposals and grant applications.
- Communicate their research ideas effectively both orally and in writing.
- Describe the ethical issues and legal responsibilities concerning conducting research in their discipline.

Prerequisites

Graduate standing in the School of Global Integrative Studies

Required materials

Wentz, Elizabeth A. 2013. *How to design, write, and present a successful dissertation proposal*. Sage Publications. 978-1452257884.

All other materials will be provided on Canvas

Course policies

Class format

This course will be conducted as a graduate level seminar in which students are expected to engage in discussion regarding the readings and assignments at hand. There is much to be learned from the perspectives and experiences of others, and I encourage you to share your personal and professional experiences in reference to in-class discussions and assignments.

This course meets weekly. Therefore, we will have limited class meetings during the semester. Readings and/or assignments will be required for each class period. To avoid falling behind, it is imperative that you keep up with the assignments.

Attendance and participation

Students are expected to attend all class meetings. This is a discussion-based course, meaning that your attentiveness and participation in group discussion is extremely important. While attendance will not be taken, participation in discussion is graded. If missing a class is unavoidable, please contact me in advance by **email**.

The key to a successful class experience is participation, which in turn relies on students reading the material, attending class meetings, completing work in a timely manner, and discussing the material and related issues.

Late work

Unless otherwise noted:

- all assignments are due on the specified due date in Canvas.
- late items will be accepted, but a 20% penalty will be applied for each calendar day the item is late

Changes to the syllabus

Any changes to the syllabus will be communicated via email and posted on Canvas.

Use of proper citation methods

The advancement of knowledge is predicated on building upon the foundation set by collective work of others. Therefore, it is very important to ascribe credit to those that created original materials and produced original work(s). All sources of information used in your work should be cited using appropriate methods and standards. You are expected to fully reference the material(s) you draw upon within your analysis. **Again, I expect you to provide accurate and complete references for all materials.** As you will be directly quoting multiple sources, you will also need to provide a list of references. You may format your citations following APA, Chicago, or other appropriate styles (e.g., the format of an established academic journal) with one exception. Do **NOT** use a footnote-style citation method. There are multiple external resources to help with citation methods (e.g., Purdue University's OWL). Further, citation software (e.g., Zotero, Mendeley), some of which are free or low-cost, can greatly simplify this work and automate the process.

Collaboration

This class has collaborative components, but all work turned in must be your own. Students who do not follow this policy will be reported to the College for academic dishonesty. If you have questions regarding this policy, it is your responsibility to ask them.

Your Responsibilities

You have a responsibility to help create a classroom environment where all may learn. At the most basic level, this means you will respect the other members of the class and the instructor and you will

treat them with the courtesy you expect to receive in return. This policy applies to all forms of communication in this course. Any email correspondence **MUST** be conducted via your UNL email address.

Miscellany

Be honest and have integrity in your work. Be kind and be polite. Do not interrupt – let others finish talking before speaking in disagreement (or agreement!). Limit laptop and phone use to appropriate and necessary activity. Finally, you will get out of this class what you put into it – come prepared, participate, and be attentive, and you will be successful.

Preparing for class

- Read relevant materials. Preparation and participation are necessary for a successful seminar.
- If there are topics you would like to hear more about, please share your ideas
- Take advantage of office hours
- Do not leave assignments until the last minute

Assessment

Participation

The key to a successful seminar is participation, which requires student preparation. This includes reading the materials, attending class meetings, and discussing the materials. This seminar is *student-led*, which means you need to engage with your peers in intellectual discourse.

Grades for participation are based on the following:

1. demonstration the student has read and understood course material and completed the required preparatory work;
2. discussion arguments that demonstrate creativity and logical reasoning;
3. consistent and coherent discussion without monopolizing the discussion; and
4. constructive and critical examination of issues while maintaining civility and respect for others.

Weekly homework

The process of writing a research proposal can be a long one. The task of writing the research proposal is supported by (near) weekly assignments, detailed on Canvas. These are smaller tasks designed to help students break the larger tasks of proposal development into smaller, more easily accomplishable chunks.

Research proposal

Each student will develop and write a research proposal following the guidelines for your unit or a potential funding source (e.g., NSF, SSRC). The proposal will be evaluated based on: concise theoretical and background framing; clear statements of research objectives; appropriate data collection and analytical methods; clear links between theoretical framework, objectives, and methods; and how it addresses the broader impacts of the student's research. There will be several stages to your proposal development:

Proposal deliverables:

1. Draft proposal. All sections and subsections that will appear in the final proposal should be in the draft; the key difference between these two versions is that the draft will likely have a paragraph or two per section, while the final proposal will be complete. You are encouraged to go beyond this minimum, however, and submit a draft that has both breadth and depth, to get the most out of feedback. These drafts will form the basis for in-class peer review.

2. Peer reviews. Peer review is a fundamental component of academic work. Students will provide written and oral feedback on each other's work in a critical but constructive manner.
3. Final proposal. The final submission is a complete and polished proposal that meets all the requirements of the funding agency and specific request for applications. Formatting for the final proposal must follow the guidelines of the funding agency and (if allowed) include 2-4 figures.
4. Poster and poster session. It is important students are able to successfully communicate their ideas and work in a visual medium. Following best practices (from readings and class), students will create a poster detailing the important points of their proposal. We will hold a poster session during the last week attended by faculty and students.

All completed assignments must be submitted to the course Canvas site. No other submissions will be accepted. Do NOT email me your completed homework.

All assignments should be submitted to the corresponding Canvas assignment before the due date.

Evaluation scale

Grade	Minimum % of Points	Grade	Minimum % of Points	Grade	Minimum % of Points	Grade	Minimum % of Points
		B+	87	C+	77	D+	67
A	92	B	82	C	72	D	62
A-	90	B-	80	C-	70	D-	60
						F	Below 60

Grades will be based on the following:

Assessment	Total points
Participation	150
<i>Weekly tasks</i>	
Problem/motivation memo	20
Area of specialization statement	30
Draft CV	20
Draft research questions	20
Draft bibliography	20
Annotated bibliography	30
Logic model	30
Lightning talk	50
CITI Training completion	10
Conference abstract	20
<i>Research Proposal</i>	
Draft	100
Peer review	50
Final	300
Poster	150
Total	1000

Tentative course schedule

Week	Date	Topic
1	1/23	Course introduction and overview
2	1/30	Inquiry, science, academic duty
3	2/6	You as an academic
4	2/13	Developing research questions, the structure of proposals, funding sources
5	2/20	Effective reading
6	2/27	Effective writing, literature reviews, and academic publishing
7	3/6	Crafting a research/problem statement
8	3/13	SPRING BREAK, no class
9	3/20	Lightning talks
10	3/27	Ethics
11	4/3	Mock review panel
12	4/10	Professional skills workshop – posters, abstracts, and academic conferences
13	4/17	Academic peer review
14	4/24	In-class peer review
15	5/1	Work time (class does not meet)
16	5/8	Poster session
Finals	5/15	Final proposal due

All readings and assignments can be found on Canvas.

University policies

Accommodations

Students with disabilities are encouraged to contact the instructor for a confidential discussion of their individual needs for academic accommodation. It is the policy of the University of Nebraska-Lincoln to provide flexible and individualized accommodation to students with documented disabilities that may affect their ability to fully participate in course activities or to meet course requirements. To receive accommodation services, students must be registered with the Services for Students with Disabilities (SSD) office, 132 Canfield Administration, 472-3787 voice or TTY.

Academic honesty

Academic honesty is essential to the existence of an academic institution. The responsibility for maintaining that integrity is shared by all members of the academic community. The University's [Student Code of Conduct](#) addresses academic dishonesty. Students who commit acts of academic dishonesty are subject to disciplinary action and are granted due process and the right to appeal any decision. In this course, unintentional plagiarism is still considered plagiarism. It is essential that you properly cite your sources.

Academic Support Services

You can schedule free appointments for individual academic coaching with First-Year Experience and Transition Program staff through MyPLAN. You can also take advantage of study stops--which provide individual and group study with learning consultants in a variety of disciplines--and free group workshops on topics such as time management, goal setting, test preparation, and reading strategies. See success.unl.edu for schedules and more information.

Counseling and Psychological Services

UNL offers a variety of options to students to aid them in dealing with stress and adversity. [Counseling and Psychological & Services \(CAPS\)](#); is a multidisciplinary team of psychologists and counselors that works collaboratively with Nebraska students to help them explore their feelings and thoughts and learn helpful ways to improve their mental, psychological and emotional well-being when issues arise. CAPS can be reached by calling 402-472-7450. [Big Red Resilience & Well-Being \(BRRWB\)](#) provides one-on-one well-being coaching to any student who wants to enhance their well-being. Trained well-being coaches help students create and be grateful for positive experiences, practice resilience and self-compassion, and find support as they need it. BRRWB can be reached by calling 402-472-8770.

Diversity and Inclusion

The University of Nebraska-Lincoln does not discriminate on the basis of race, ethnicity, color, national origin, sex (including pregnancy), religion, age, disability, sexual orientation, gender identity, genetic information, veteran status, marital status, and/or political affiliation.

Recording of class-related activity

I invite all of you to join me in actively creating and contributing to a positive, productive, and respectful classroom culture. Each student contributes to an environment that shapes the learning process. Any work and/or communication that you are privy to as a member of this course should be treated as the intellectual property of the speaker/creator, and is not to be shared outside the context of this course.

Students may not make or distribute screen captures, audio/video recordings of, or livestream, any class-related activity, including lectures and presentations, without express prior written consent from me or an approved accommodation from Services for Students with Disabilities. If you have (or think

you may have) a disability such that you need to record or tape class-related activities, you should contact Services for Students with Disabilities. If you have an accommodation to record class-related activities, those recordings may not be shared with any other student, whether in this course or not, or with any other person or on any other platform. Failure to follow this policy on recording or distributing class-related activities may subject you to discipline under the Student Code of Conduct.

Instructional continuity

If in-person classes are canceled, you will be notified of the instructional continuity plan for this class via a Canvas announcement.

COVID-19 related policies

Attendance

Students who are sick or who are engaging in self-quarantine in accordance with guidance from the Lincoln-Lancaster County Health Department or their health care professional should not physically attend in-person classes. They must notify the instructor of their absence and must still meet the stated engagement expectations of the course, and they must adhere to the usual codes of conduct and rules of academic integrity that remain in place.

Revisions