**THE NATURE OF THE COURSE AND ITS GOALS**

This course provides an introduction to academic genres and writing. The key genres discussed are the curriculum vitae, the professional paper and poster session presentation, the research proposal, the journal article, the book proposal, and the cover letter for a job application. The goals of the course are to familiarize you with these several genres, to provide you with an opportunity to develop a proposal or journal article in a workshop setting, and also to encourage you to begin thinking concretely about when in the next several years you will be writing proposals, articles, and cover letters. You will get out of this course what you put into it, so don't disappoint yourself! **Note that students may not work on a master’s paper in the course.**

**BASIS OF GRADE**

Your grade is based on your progress in the course on your major project, whether it is a large research proposal or a journal article. A grade in the As does not mean necessarily that your large project is excellent. It means that, given the level at which you began the course, you have made significant progress. Students should take ALL of the assignments seriously and complete them well.

**READINGS**

Reading materials will be posted by week on Canvas (go to “modules,” then to "course readings," then to the readings for the particular week). In many cases, you will be reading the work of others (students, faculty). Note that **under no circumstances are you to circulate the personal materials used for this course (proposals, reviews, job application letters, etc.). These are confidential materials, made available for pedagogical purposes only.** In all cases, I have obtained permission to use these personal materials for this course.

**FEEDBACK**

Good professional writing always involves networking, information sharing, and collaboration, however informal. A person writing a proposal and even a journal article ideally shows it to at least one other person for input before submitting it. The course simulates this process through its several workshops, which allow students to critique one another's work constructively. Constructive feedback is invaluable. Be grateful for it, even if it stings a bit.

**ROLE OF THE ADVISOR**

The advisor's role in your professional development is paramount. Consult with him or her about your professional writing, asking for suggestions, critiques, and intellectual guidance. As long as you are still working toward your degree, you should have your advisor read any proposal or article before you submit it. I will be notifying your advisor of your enrollment in the course. It is
my hope that each of you will consult with your advisor while you are taking the course. Some students wait until they think their proposal or article is sufficiently advanced to give it to the advisor. However, if you “get stuck” intellectually, or are unsure of what body of literature is relevant or how to couch an argument or what methodology to use, etc., these are all substantive questions that your advisor should field—and the sooner the better. Better an early consultation than putting a lot of effort into a text that your advisor doesn’t like!

COURSE ARCHIVE

The instructor has collected a substantial archive of successful proposals. All enrolled in the course may read any or all of these proposals. Some authors were not willing to post their proposals on the Department of Anthropology web site but did authorize use of their proposals in ANTH 685, so all those taking this course have access to these as well.

PERFORMANCE REQUIREMENTS

- (4/7) A list of 5 funding sources (no more than 1 internal [UO] funding source) appropriate to your research interests
- (4/7) Submit a revised curriculum vitae to the instructor electronically by class time.
- (4/7) For students wanting to work on a journal article in the course: an abstract and an outline (see Emily Henderson's outline, posted on Canvas). Also indicate the journal or journals you are considering submitting your article to.
- (4/13) Submission, by 4 pm, for consideration on 4/14, a short research proposal written to specific guidelines. Submit one copy to the instructor and one copy to the peer reviewer. For those who want to do international research, the Fulbright Full Grant application (Ian Edwards and Ingrid Nelson both won this in recent years) would be good practice (see their successful proposals on Canvas). Note that you must be a US citizen to apply. If you have not yet developed a research idea, work backward, as it were, from a published article or book and write a proposal for the research that the article or book reports. Note that, if you have draft of a major or long proposal ready for review, you may substitute this draft for the short proposal. Submit the guidelines you followed in writing your short research proposal with the proposal.
- (4/14) Submission to instructor and to proposal (or other) author a peer review for the text you were assigned to review. On Canvas two peer review templates have been posted for your use. One is for reviewing proposals and the other is for reviewing journal articles. Use one of these in writing your review.
- (Week of 4/21) There is no writing assignment due this week, but everyone should be working on either his or her major research proposal or on his or her journal article (aim for 20-25 pages double-spaced maximum). Note that the major proposal could be (but does not have to be) an expansion of your short proposal
- (4/27) Your 5th-week draft should be submitted to the instructor and your peer reviewer by 4 pm so that it can be discussed in the 4/28 workshop. Label the file as before; do not submit a pdf.
- (4/28) A peer review of the proposal or journal article draft you were assigned to review. Both the author and the instructor should get a copy of this.
- (5/5) No written assignment is due for this class. However, you should keep working on your major project in the course.
- (5/11) Submit your draft application for a tenure-track position to the instructor by 4 pm. Also submit the ad you are responding to.
• (5/18) Submit your 8th-week draft to the instructor and the assigned peer reviewer by 4 pm. Label as before; no pdf.
• (5/19) Prepare a peer review for the draft you were assigned to review and submit a copy of this to the author and also to the instructor.
• (5/25) Submit a 5-year plan, covering degree requirements, conference presentations, research, publications, and job search and interviewing, beginning in summer 2016 and continuing through spring 2021, by 4 pm to instructor. See Brendan Culleton's and Lindsay Naylor’s plans (posted on Canvas) for examples. Both of these former UO graduate students have launched their academic careers. Naylor is now assistant professor in Geography at the University of Delaware, and Culleton is Post-Doctoral Scholar, Anthropology, Penn State University.
• (5/26) No further written assignment is due, but continue to work on your main project.
• (6/1) Submit your 10th-week draft to the instructor and your designated peer reviewer by 4 pm. Label the file as before; no pdf.
• (6/2) Write a peer review for the text you have been assigned to review and deliver it in class. One copy to the author and one copy to the instructor.
• (6/10) Submit your final draft to the instructor by 5 pm. Label as before; no pdf.

SEQUENCE OF TOPICS

Week 1 (3/31) Introduction to the course; introduction to classmates; the CV (with feedback on CV drafts); introduction to Fulbright funding
Week 2 (4/7) The research proposal and the journal article; intro to the short research proposal
Week 3 (4/14) First workshop: on the short proposal or on other text, depending upon class interest; introduction to the long research proposal narrative, focusing on NSF
Week 4 (4/21) Non-narrative elements of a proposal, with an emphasis on the budget; giving a professional paper or poster session; digital profiles/web pages
Week 5 (4/28) First round of workshops on journal articles and long research proposals
Week 6 (5/5) The review process for both journal articles and proposals; the book proposal
Week 7 (5/12) Job search I: job hunting; the cover letter and teaching philosophy statement
Week 8 (5/19) Second round of workshops on journal article and proposal drafts. The drafts should have improved considerably since the week 5 workshop!
Week 9 (5/26) 5-year plan; job search II (interviewing)
Week 10 (6/2) Third round of workshops
Week 11 (6/10) Final course product to be submitted by 5 pm through email: abiersac@uoregon.edu

CLASS CANCELLATIONS

There are no class cancellations. We will try to leave before 9 pm, but, with your permission, we may have to continue beyond 9 pm from time to time.

SAFE RIDE

Unfortunately, the campus is not as safe as it once was. Plan to travel together, if at all possible. There is a service for students called “Safe Ride,” which provides transportation and safety. The number to call is: 541-346-RIDE, extension 2.
COURSE OF STUDY

WEEK ONE (1/5)

INTRODUCTION TO THE COURSE; INTRODUCTION TO PARTICIPANTS
AND THEIR PROJECTS; THE CURRICULUM VITAE; FULBRIGHT RESEARCH GRANTS

Writing assignment for 3/30:

No later than 3/30, submit (if you haven’t already) your CV and a paragraph identifying your main project in the course. Will it be a major proposal? A journal article? What are the key ideas? the scope?

Reading assignments for 3/31:

Readings on the CV:

To help you improve your CV, browse at this website:
https://owl.english.purdue.edu/owl/section/6/23/

Look over this "skills" list: https://owl.english.purdue.edu/owl/resource/626/01/
(browse in the two other sites posted on Canvas that focus on the CV)

Readings on the Fulbright Research Grant:

This award is for international research; only US citizens can apply. The proposal comes to three pages single spaced; and, if you have good connections, language, and institutional affiliations in the host country and identify a project that is acceptable to it, you have a good chance of getting the award. It’s a prestigious award and the money is good, so why not try. There is usually an on-campus deadline in September and a Washington DC deadline in October. Go to: http://www.us.fulbrightonline.org/about/types-of-grants/study-research 'Then go to “About”,” to “Fulbright US Student Program, to “Types of Grants,” to “Study/Research Grant,” then click on “Fulbright Study/Research Grant” and on “here” (for an indication of which countries will receive study/research grantees).

WEEK TWO (4/7)

FUNDING OPPORTUNITIES; THE JOURNAL ARTICLE AND THE RESEARCH PROPOSAL

Writing assignments for 4/7:

1. Turn in a revised CV.
2. Turn in a list of 5 possible funding sources in class. For each funding source, indicate the name of the agency, the name of the award, criteria of eligibility, the ceiling amount of the award, and the deadline for submission. You will find the links posted under "funding opportunities" on Canvas (2nd week) useful:

3. Those who are working on a journal article as their major project should turn in an abstract of about 200 words plus an outline of the article. See the following (posted on Canvas for readings for week two) for an example:

Do not worry if you can't match the amount of detail in Emily's outline at this point. Just outline the article as much as you are able to at the start of the course.
Reading assignments for 4/7:

Reading on the Journal Article:


7. Various journal guidelines for submission (Ethnology, American Anthropologist, American Ethnologist, Current Anthropology)

8. More useful for the publishing of biological and archaeological papers than for publishing cultural anthropological papers: “Special Report: How to Get Published”

Reading on how to write proposal narratives, with a sample short proposal:


2. Przeworski, Adam, and Frank Solomon. 1988. "On the Art of Writing Proposals: Some Candid Suggestions for Applicants to Social Science Research Council Competitions." This is an SSRC (Social Science Research Council) pamphlet. Is is available online: click on the Canvas link.


4. The GPD (“Generic Project Description”)


7. “NSF advice to graduate students applying for the Doctoral Dissertation Improvement Grant.”

8. Read the sample short proposal posted on Canvas.

Class business:

We will decide which student is reviewing which student's short proposal in the 4/14 class. Reviewers and the instructor should receive the short proposal for review no later than 5 pm on 4/13. **DO NOT SUBMIT A PDF FILE!** If you already have a draft of a longer proposal, let's workshop that instead of the short proposal. Keep me informed if you want to switch from the short to the long proposal for the 4/21 workshop.

**WEEK THREE (4/14)**

**WORKSHOP ON DRAFTS OF THE SHORT RESEARCH PROPOSAL**
*(POSSIBLY ON OTHER TEXTS, DEPENDING ON STUDENT INTEREST)*

Writing assignments for 4/13

Write a short research proposal to a guideline listed on Canvas for week 3 and also below. Note that you may choose to write a proposal for Fulbright, the guidelines for which were made available to you in the first week. If you wish to work with other guidelines, please consult with the instructor first. Now draft a short proposal to these guidelines. Your draft (plus guidelines) should be submitted to the instructor and also to your peer reviewer by **5:00 PM on 4/13**. Label your digital file: “LAST NAME short research proposal.” Use Microsoft Word or equivalent. **DO NOT SUBMIT A PDF.**

Reading assignments for 4/14

1. Everyone should read at least three guidelines for various short research proposals posted on Canvas. Note that you were acquainted with Fulbright guidelines in week 1.
   
   - CSWS Graduate Student Research Support Grants (http://csws.uoregon.edu/wp-content/docs/grants/Graduate_Research_2016_Guidelines.pdf)
   - CLLAS Graduate Student Summer Research Grant (http://cllas.uoregon.edu/wp-content/uploads/2013/06/2015_Call_for_Grad_Grants.pdf)
   - UO Humanities Center Graduate Research Support Fellowship (http://ohc.uoregon.edu/gradresfell.html) and Graduate Dissertation Fellowship (http://ohc.uoregon.edu/graddissfell.html)
   - CoDaC Graduate Summer Research Award (http://codac.uoregon.edu/research/summer-research-award-2014/)
   - UO Faculty Research Award (for faculty—but the guidelines are excellent) (http://rds.uoregon.edu/content/2015-faculty-research-awards)
Gary E. Smith Summer Professional Award
(https://gradschool.uoregon.edu/smith-summer-award)

2. Read successful short research proposals posted on Canvas for week 3. Note that there are two successful Fulbright Research proposals posted; if you are developing a Fulbright proposal for week 3, you must read these.

3. Read the materials on Canvas pertaining to Wenner-Gren and NSF awards. Wenner-Gren awards favor anthropology. NSF awards are open to all fields.

4. Read the materials on Wenner-Gren and NSF posted on Canvas. We may have to continue this discussion in the 4th week.

5. Optional: “Dissertation Proposal Resources” (to the right of the page that comes up when you go to: http://globetrotter.berkeley.edu/DissPropWorkshop/). Read “Process and Parameters,” “Nuts and Bolts,” etc. This is Michael Watts’s (a famous geographer) site on proposal development (do not be fooled by his labeling, which suggests that the site concerns the development of the dissertation prospectus rather than a proposal). Contains successful proposals of graduate students in the field of human or cultural/political geography.

Writing assignment for 4/14

A review and critique of the short proposal you have been given to peer review. Use the peer review template available on Canvas for this. After a while, you will not need the template, but use it for your first peer review. You may also want to put some of your comments in the margins of the electronic file sent to you by the short proposal author. Remember that your main goal is to assist your colleague in improving his or her proposal. Bring two copies of your review to class. One will go to the student whose proposal you are reviewing, and one will go to the instructor.

WEEK 4 (4/21)

THE LONG RESEARCH PROPOSAL: NON-NARRATIVE ELEMENTS (EMPHASIS IS ON THE BUDGET); PROFESSIONAL PAPERS AND POSTER SESSIONS; DIGITAL PROFILE/WEB PAGE

Writing assignments for 4/21:

Work on your long proposal or journal article. The first workshop of the major writing projects will take place in the 5th week. You should have a draft of your proposal or article ready to circulate by noon on 5/4 so that it can be discussed in class on 5/5.

Reading assignments for 4/21 on non-narrative aspects of a long research proposal (posted on Canvas):

1. “Elements of a Proposal"
3. NSF summary proposal budget form and summary proposal budget form and sample budget form for “John Doe”
4. Sample budgets and budget justifications
**Reading assignments for 4/21 on poster sessions, giving a professional paper:**

1. “How to Create a Poster”
2. Sample poster sessions (browse on the walls of Condon Hall’s third floor)
3. Sample call for papers 1 and 2
4. Sample professional papers

**Reading for 4/21 of a large or full-scale research proposal:**

Read in the folder of successful NSF DDRIG (student) proposals. Identify the strengths and also any weaknesses in any one of these proposals. We will discuss the proposal you have chosen next time, so let the instructor know which proposal you’ve chosen. Students can work together on this assignment if they wish.

Note that there are also folders for faculty NSF proposals and faculty and student Wenner-Gren proposals. Wenner-Gren website:
http://www.wennergren.org/programs/dissertation-fieldwork-grants; see also:
http://www.wennergren.org/programs

**Class business:**

Week 5 is the first workshop on articles and long proposals. We will pair students for review purposes before the end of the class.

**WEEK 5 (4/28)**

**FIRST WORKSHOP ON DRAFTS OF JOURNAL ARTICLES AND PROPOSALS**

**(4/27) Writing assignment:**

By noon, students should send their proposal or article to their reviewer as well as to the instructor. Write in Microsoft Word or equivalent. DO NOT SUBMIT A PDF. File labeling: “LAST NAME 5th wk draft.” If you are working on a proposal, make sure your reviewer and the instructor have the guidelines.

**(4/28) Workshop on draft articles and proposals**

**Reading assignment for 4/28:**

Read the draft proposal or journal article you were assigned to review.

**Writing assignment for 4/28:**

Those who have been given a draft article to review should prepare a formal review of it using the Peer Review Template for Articles, which is posted on Canvas. Those who are reviewing proposals should use the Peer Review Template for Proposals, also posted on Canvas. Read the draft carefully, with a critical eye. When you give the author in-class oral feedback, be respectful and give credit where credit is due, but emphasize what still needs to be done or what needs to be done differently. The author will be grateful for any constructive criticism you provide. Writing a good peer review is harder than it may seem. Spend sufficient time with the draft to be able to write a review that is both constructive and critical. You may find writing in the file’s margins is helpful for
comments on spelling, punctuation, etc. One copy of the review should be given to the student whose proposal was reviewed, and one copy should be given to the instructor.

**WEEK 6 (5/5)**

**REVIEWING RESEARCH PROPOSALS AND JOURNAL ARTICLES;**

**THE BOOK PROPOSAL**

Reading assignments on proposal reviewing for 5/5:

1) On NSF merit review:
   1. NSF home page (http://www/nsf.gov/publications/pub_summ.jsp?ods_key=gpg) Go to "Funding," then click on "merit Review" (http://www.nsf.gov/bfa/dias/policy/merit_review/) and read it; then click on "Transformative Research," and click and "Merit Review Criteria" and read it
   3. "The NSF review panel process" (http://www.labspaces.net/blog/366/The_NSF_review_panel_process)
   4. Up-to-date panel schedule (http://www.nsf.gov/events/advisor.jsp)
   6. NSF Advice to Graduate Students Applying for DDIG/DDRIG
   7. (Optional) "NSF Strategic Plan for 2014-2018": an up-to-date mission statement for NSF; skim, focusing on the emphasis on "transformative knowledge" and also the link between research and education (http://www.nsf.gov/pubs/2014/nsf14043/nsf14043.pdf)

2) On proposal reviewing more generally (dated but still valuable):
   2. "Seeing It Through the Reviewers' Eyes" by J. Ries and C. Leukefeld, in Applying for Research Funding
   3. "A View from NSF" by P. Chapin, from *Handbook for Grant Proposal Preparation*, pp. 10-21

3) Reviews of successful proposals:
   Fisher, McInnis, Guatelli-Steinberg, Cepon, Simons, and Snodgrass [NSF and Leakey Foundation]; Prof. Snodgrass's NSF and Leakey Foundation Reviews; Fisher's NSF reviews.
**Reading assignments on journal submission and reviewing for 5/5:**

1. Guidelines for submission (see those for *Cultural Anthropology, American Antiquity, Nature,* and others on Canvas, both the 2nd and 6th weeks)

2. Read “ms review” file (a smattering of reviews and instructions to reviewers)

**Reading assignments on book proposals for 5/5:**

1. Sample guidelines for book proposals and/or manuscript submissions (links to university press websites are available on Canvas—or other, if it serves your purposes).

2. Read either the Fitzpatrick or the Lynn S. book proposal (Canvas)

3. Read Wooten's author questionnaire, which he prepared for Brill. What does it tell you about the economics of academic book publication in the 21st century?

**WEEK 7 (5/12)**

**JOB SEARCH I**

**Reading assignment for 5/11:**

Read sample cover letters posted on Canvas. These letters were good enough to get their authors short-listed for a tenure-track position: Cheyney, Fitzpatrick, Guerron-Montero, Nelson (2), Rick, Blackwell, Sterner, Dueppen, Madimenos, Ting. Also available, cover letters from two senior (!) hires last year that were written by two UO PhDs (Jacka and Kreps). Note that a successful cover letter must be accompanied by a terrific CV!

**Writing assignment for 5/11:**

1. Browse in the following (there are other links on Canvas, as well as in any additional sites with links on Canvas and find one or more positions for which you consider yourself eligible.

   - https://chroniclevitae.com/job_search/new
   - http://aaanet.jobcontrolcenter.com/search/results/
   - http://careercenter.aaanet.org/jobs (AAA’s list of advertised positions)
   - http://www.aaanet.org/profdev/Tips-for-Job-Seekers.cfm
   - http://chronicle.com/jobs/100/
   - http://www.higheredjobs.com/Faculty/search.cfm?JobCat=78
   - http://www.careerbuilder.com/Jobs/Keyword/Anthropology/
   - http://www.indeed.com/jobs?q=Cultural+Anthropology&matchtype=b&network=g&device=c&devicemodel=creative=31541800983&keyword=_inurl:q- &placement=&param1=&param2={param2%29&random=18637550671442925513&aceid=&adposition=1t1&gclid=CJelhsTC77kCFWbyQgodeHEAbA

2. Then write a letter of application. Tailor your letter to the specifics of the ad. Turn this into the instructor by 3 pm on 5/18, so that she can give you feedback on 5/19.

3. Note that the following websites contain information on nonacademic fields where a person with a PhD in anthropology might find employment:

   - http://www.aaanet.org/profdev/careers/
   - http://www.thisisanthropology.com/anthropological-careers
http://culturematters.wordpress.com/2008/08/20/advice-for-anthropologists-who-want-to-work-for-government/ (for those who would consider working in government)

(5/12) The job search; cover letters for job applications; statements of teaching philosophy; teaching portfolios or job dossiers

Reading assignment for 5/12:

Browse in these materials on job hunting posted on Canvas, learning enough so that you are able to write a competitive cover letter and prepare for a competitive job interview. Competitive is the key word. Many newly minted PhDs will compete for any one advertised position. You have to be able to distinguish yourself as a compelling applicant for a particular position if you are to get the job.

4. “Interview Preparation” (anonymous materials prepared by UO Career Center and available online)
5. “Questions one should be prepared to answer”
6. “Frequently asked job interview questions”
7. The want ads in anthropology (sample want ads for cultural, biological, and archaeological anthropology students)
11. Teaching portfolios/dossiers materials on Canvas
12. “Job Search Writing” (https://owl.english.purdue.edu/owl/section/6/)

Class business:

Determine who will review and critique whose work on 5/26, when we will have our second workshop on draft articles and proposals.
WEEK 8 (5/19)

SECOND WORKSHOP ON DRAFT PROPOSALS AND ARTICLES

(5/18) Drop your journal article or proposal electronically to your reviewer and to the instructor. If you wrote a proposal, make sure your reviewer has a copy of the guidelines. Your file should be labeled: “LAST NAME 8th wk draft.” No PDFs.

(5/19) Workshops on journal article and proposal (narrative and budget) (you know the drill)

Writing assignment for 5/19:

Review the article or proposal you have been given to critique. Write a formal review, emphasizing strengths, weaknesses, and areas that are unclear. Supply the author of the text plus the instructor with a copy of this review. Use "track changes" and the margins to indicate typos, areas that need clarification, poor wording, etc.

Week 9 (5/26)

Job search II; 5-year plan; the CV in longitudinal perspective

(5/25) Writing assignment:

Prepare a 5-year plan and email it to the instructor by 5 pm. Do not submit a PDF.

(5/26) Reading assignment:

Look at Culleton’s 3-year plan and Lindsay Naylor’s 5-year plan (posted under 9th week on Canvas) to see what is involved. Also, look at the 3 early-career CVs I’ve posted on Canvas. Of these, Dueppen and Sterner are the more advanced, with Fisher just behind them. I am also making available the CVs of Kreps and Jacka, UO Phds, both of whom secured a senior position last year. All professors have, of course, authorized the use of their CVs for our purposes. This will give you an idea of how a CV should develop in time and what it will take to make you competitive on the market and also in going up for tenure. The CV is the key to your career.

(5/26) Reading assignments and interview preparation:

1. Read the materials posted on Canvas concerning job interviews.

2. Now prepare for an in-class mock job interview by: a) learning as much as possible about the institution you want to be hired by, b) figuring out how you can pitch yourself as the ideal person for the advertised position, and c) thinking through the questions you are likely to be asked so that you can shine in an interview, should you have one by Skype or actually be invited to the campus. The instructor will supply you with some questions you might prepare answers to.
Week 10 (6/2)

Final workshop

(6/1) Writing assignment:

Send your journal article or proposal draft to your reviewer as well as to the instructor as early as possible. Note that any proposal submitted at this point should include a budget and a budget justification. Your file should be labeled: “LAST NAME wk 10 draft.” DO NOT SEND PDFs.

(6/2) Final workshop

Writing assignment for 6/2:

Review the article or proposal you have been given to critique; one copy to the author and one to the instructor.

Exam week

(6/10) Final proposal (narrative, budget, and budget justification) or journal article is due by 5 pm. Submit an electronic copy to the instructor. DO NOT SEND PDFs. Your file should be labeled as following: “LAST NAME final version.” This should incorporate changes made in response to the feedback received in the 10th week of the course.