

TRANSMITTAL

DATE: April 22, 2004

TO: Rebecca Scott
Senate Council

FROM: Lissa Holland
Graduate Council

The Graduate Council met on April 8, 2004 and approved the following:

COLLEGE OF ARTS & SCIENCES

Geography

New Courses

GEO 743 Research Proposals and Grant Writing (1 credit)

Introduction to basic geographic research proposal design standards, with particular emphasis on the requirements of granting agencies.

Prerequisites: None.

APPLICATION FOR NEW COURSE

1. Submitted by College of Arts and Sciences Date October 27, 2003

Department/Division offering course Geography

2. Proposed designation and Bulletin description of this course

a. Prefix and Number GEO 743 b. Title* Research Proposals and Grant Writing

*NOTE: If the title is longer than 24 characters (including spaces), write

A sensible title (not exceeding 24 characters) for use on transcripts Res Prop/Grant Writing

c. Lecture/Discussion hours per week 1 d. Laboratory hours per week 0

e. Studio hours per week 0 f. Credits 1

g. Course description

Introduction to basic geographic research proposal design standards, with
particular emphasis on the requirements of granting agencies

h. Prerequisites (if any)

none

i. May be repeated to a maximum of _____ (if applicable)

4. To be cross-listed as

n/a

Prefix and Number

Signature, Chairman, cross-listing department

5. Effective Date As soon as possible (semester and year)

6. Course to be offered Fall Spring Summer

7. Will the course be offered each year? Yes No
(Explain if not annually)

8. Why is this course needed?

Graduate students increasingly need an understanding of research proposal and grant
competition processes as part of their intellectual and professional development


9. a. By whom will the course be taught? various faculty

b. Are facilities for teaching the course now available? Yes No
If not, what plans have been made for providing them?

10. What enrollment may be reasonably anticipated? 10-15/yearly
-
11. Will this course serve students in the Department primarily? Yes No
 Will it be of service to a significant number of students outside the Department? Yes No
 If so, explain.
-
- Will the course serve as a University Studies Program course? Yes No
 If yes, under what Area? _____
-
12. Check the category most applicable to this course
 traditional; offered in corresponding departments elsewhere;
 relatively new, now being widely established
 not yet to be found in many (or any) other universities
-
13. Is this course part of a proposed new program: Yes No
 If yes, which?
-
14. Will adding this course change the degree requirements in one or more programs?* Yes No
 If yes, explain the change(s) below
It will be required of students in our Ph.D. program; it will cover aspects of
(discontinued) GEO 710 not covered in other courses (GEO 702 and GEO 707)
-
15. Attach a list of the major teaching objectives of the proposed course and outline and/or reference list to be used.
16. If the course is a 100-200 level course, please submit evidence (e.g., correspondence) that the Community College System has been consulted.
17. Within the Department, who should be contacted for further information about the proposed course?
 Name Richard Schein Phone Extension 257 2119

*NOTE: Approval of this course will constitute approval of the program change unless other program modifications are proposed.

Signatures of Approval:


 Department Chair
 David Seep
 Dean of the College

10-28-03
 Date
FEB 06 2004

Date
NOV 21 2003

Date of Notice to the Faculty

*Undergraduate Council

Date

*University Studies

Date

*Graduate Council

Date

*Academic Council for the Medical Center

Date

*Senate Council (Chair)

Date of Notice to University Senate

*If applicable, as provided by the Rules of the University Senate

ACTION OTHER THAN APPROVAL

Geography 743: Research Proposals and Grant Writing

Course Objectives: This course will cover the art and technique of grant proposal writing, and we will meet weekly during the semester to review specific aspects of proposal writing. On each occasion we will review proposals that have been successful, and examine what is required to hone a full-length (ten single spaced pages) proposal. The five components studied are as follows:

1. Contextualizing a good idea: framing your work for reviewers.
2. Research Significance: embedding your work in the literature
3. Objectives and Methods
4. Wrapping up a proposal, reprising main themes and data analysis.
5. Proposal review and critique

We also will explore the general sources of external funding available to geographers, and especially graduate students. Seminar participants will generally be students at the proposal writing stage, and this course will serve as a forum for (constructively) critical feedback. Therefore, students will be expected to share their proposals with other seminar participants. The final meetings (depending upon class size) will serve as reviewer forums in which we will form (class internal) reviewer panels, distribute finished proposals to the panelists designated as our reviewers, and evaluate proposals based upon rating sheets provided.

Student Learning Objectives: Upon completion of this course, students should:

- have a comprehensive understanding of the range of funding opportunities in Geography;
- be competent in reading and evaluating research proposals;
- be able to demonstrate the ability to formulate and execute a research/grant proposal.

Grading: Students will be graded upon class participation and attendance (50%) and upon the successful completion of a grant proposal/in class proposal review (50%).

Readings:

Przeworski A and F Salomon: *The Art of Writing Proposals: Some Candid Suggestions for Applicants to Social Science Research Council Competitions*

http://www.ssrc.org/programs/publications_editors/publications/art_of_writing_proposals.page

Sample proposals will be distributed; The list of Funding Sources for Graduate Students will be updated.

January 20, 2004

Dear Sung Hee Kim,

Thanks for meeting with me over questions regarding the proposed curriculum changes for the Geography graduate program.

Please allow me to address your committee's concerns. I will do so by: (A) briefly explicating the context of these changes, before; (B) addressing other, specific questions.

(A) There is a concern that the curriculum changes will mean that our students are not gaining sufficient methodological training. I note that the primary rationale listed in the 'Request for Change' core sheet is "to broaden our students' methodological preparation" and I hasten to add these changes will not, simultaneously, somehow make our students' methodological preparation 'shallower' or 'narrower' or will somehow leave students 'up in the air.' I suspect this might not be clear in the course change proposal for 2 reasons:

1. *The forms do not make clear the breadth of our students' methodological training, or the depth of their training through the advanced methods course required of them.* Our program is known for its unusual level of methodological training – four courses, more than our benchmarks. Through these four courses, students: are introduced to the ontological and epistemological development and foundations of geographic thought and methodologies since the enlightenment (GEO 707); explore by reading original research the evolution of a broad range of contemporary research methodologies (paradigms) in Geography (GEO 702); are given a broad introduction to the range of methods presently used in the discipline (GEO 610); and are required to focus their methodological training as relevant to their own research in an advanced methods course approved by the advisor and the DGS (GEO 700 or some other advanced methods course). The aim of this sequence is twofold: to provide a *critical perspective* on methodology over the *long duree* (since the Enlightenment) as well as leading students toward *proficiency in methods* for prosecuting their own research. In this context, GEO 610 simply replaces GEO 600, which was a rather narrower introduction to spatial statistics alone, and did not account for other, mainstream epistemologies and methods as practiced in Geography especially over the past twenty years.

2. *There is some misunderstanding of the role GEO 710 previously played in our program.* The Bulletin notes that GEO 710 is a "... review of methodological issues in geographic research, including theoretical foundations, data structures, research design, analysis, and writing geographic reports." We have come to see this course as largely redundant. All of these topics are already covered in depth through (required) GEO 702, 707, 610, and 700/advanced methods requirement. What is left are *some* elements of

research design and geographic reports. We feel that these are best covered (and our students best served) by leaving *specific* research design questions to the thesis/dissertation proposal (which is required of our PhD students before qualifying exams may be taken; and requires a full-committee defense), and by requiring a new course, GEO 743, which will introduce students to the increasingly important world of proposal design in the context of (external) grant writing and submission.

(B) Specific questions as communicated to me:

1. Regarding the concern that GEO 610 does not provide our students “any recognizable fluency in the methods they will expound...” with an example drawn from the King debate (from the *Annals, AAG*) that is part of the syllabus: I note that the aim of GEO 610 is not to make our student *proficient* in spatial statistics or statistical analysis or, in this case, ecological inference. Rather, the aim is to provide students with a broad introduction to the *kinds of methods* utilized in the (increasingly methodologically catholic) discipline of Geography and to allow them access to the *kinds of questions and debates* that might lend themselves to a particular method. GEO 610 is not a course in gaining *fluency* toward methodological practice; but is intended to explore the range and epistemological foundations of particular methods by reading essays employing those methods, by reading debates in which those methods are interrogated, and, when possible, to give students the opportunity to work through hypothetical situations in which they *might* employ those methods in their own work. GEO 610, then, is a course in ‘methodological literacy,’ which prepares students to choose their next required methods class in our sequence (the next course providing a more in-depth ‘how to’ focus).

2. I note that these changes have earned consensus in our department. They (continue to) place us at the forefront of methodological training in the discipline and will not harm, but rather will help our students to compete for jobs and can only enhance our reputation.

3. I apologize for the confusion over the actual course rubric of the new 600-level course. Multiple drafts and my own lack of proofreading are to blame. The new course should be labeled GEO 610, and all references to GEO 605/610 should be changed to refer to GEO 610.

4. Questions regarding GEO 743:

(a) Course proposal question #13 ‘no response.’ There is a response for #13. However, there is no response for #12, which should be checked in the box labeled ‘not yet to be found in many (or any) other universities.’

(b) More detailed descriptions of course requirements: it seems clear to me course requirements are (i) regular attendance and discussion and; (ii) completion of a grant proposal and participation in an in-class review of that proposal.

(c) Grading policy: and so each of these two components are worth 50% of the final grade. We are happy to amend the line “grant proposal/in class proposal review” to “grant proposal *and* in class proposal review (which will constitute a review and inclass discussion of each class members’ proposal by a panel made up of other class members and the professor’ (as in keeping with the description 2 paragraphs preceding).

5. Questions regarding GEO 610:

(a) Learning outcomes: I don't understand the query, unless we are splitting hairs over the heading 'learning objectives' as opposed to 'learning outcomes'; in which case we are happy to amend the syllabus.

(b) Grading Policy: I don't understand the nature of the inquiry. Perhaps the committee member raising the question could contact me.

Please feel free to have individual committee members contact me with specific questions.

Sincerely Yours,

Rich Schein

ARTS AND SCIENCES COLLEGE COUNCIL/CURRICULUM COMMITTEE
INVESTIGATOR REPORT

INVESTIGATING BODY Behavioral & Social Science
(Area)

COURSE: GEO 743
(department or college)

DATE FOR COUNCIL REVIEW Feb. 6, 2004

CATEGORY: NEW, CHANGE, DROP

INSTRUCTIONS: This completed form will accompany the course application to the Graduate/Undergraduate Council(s) in order to avoid needless repetition of investigation. The following questions are included as an outline only. Be as specific and as brief as possible. If the investigation was routine, please indicate this. The term "course" is used to indicate one course, a series of courses or a program, whichever is in order. Return the form to David Leep Associate Dean, 231 Patterson Office Tower for forwarding to the Council(s). ATTACH SUPPLEMENT IF NEEDED.

1. List any modifications made in the course proposal as submitted originally and why.
2. If no modifications were made, review considerations that arose during the investigation and the resolutions.

Please see the attachments.

3. List contacts with program units on the proposal and the considerations discussed therein.

Please see the attachments.

4. Additional information as needed.

Note that Dr. Rich Schein came to the Feb. 6h A & S Council meeting and answered all the questions raised by the Council members.

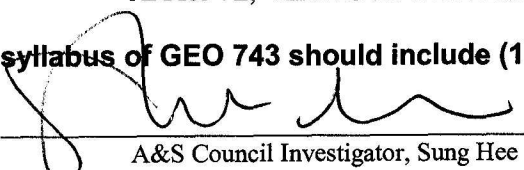
5. A&S Area B Curriculum Committee Recommendation:

APPROVE, APPROVE WITH RESERVATION, OR DISAPPROVE

6. A&S Council Recommendation:

APPROVE, APPROVE WITH RESERVATION, OR DISAPPROVE

The syllabus of GEO 743 should include (1) Student Learning Outcomes and (2) a grading scale

7. 
A&S Council Investigator, Sung Hee Kim

Date: 2/11/2004