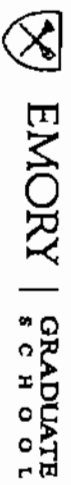


**For Students**



GWP EVENT ACRONYM KEY: GWP (Grant Writing Program); GWF (Grant Writing Forum); FYGF (First Year Grant Forum); BGGW (Beginning Grant Writing Workshop); IGWW (Interstate Grant Writing Workshop); PWW (Proposal Writing Institute)

Last Name	First Name	Program	Fellowship	Type	Project Name	GWP EVENT
Alibco	Amy	GDR	AAUW Educational Foundation American Fellowship	Diss Writing	Snake Goddesses and Arhills: Modern Challenges and Women's Ritual Responses In Contemporary South India	
Amen	Kail-Ahset	Soc	James Madison University Cultural Enrichment Fellowship			06 FYGF
Avenson	Kelly	Phil	ACLS/Mellon Dissertation Completion Fellowship	Diss Writing	Pressure and the Absence of Pain: Reading Epicurus' Hedonism Through Plato's Philebus	
Askew	Rachel	Soc	NSF Doctoral Dissertation Improvement Grant			
Bagamian	Karoun H.	GDBBS / PBEE	CDC Public Health Dissertation Grant			
Bellini	Matthew L	GDBBS / IMP	Post-Doc with Darío A. A. Vignali, PhD, St. Jude Children's Research Hospital	Post Doc	Molecular Control of TCR Signaling and Function	
Borucki	Alex	Hist	International Dissertation Research Fellowship, SSRC	Diss Resch	From Shipmates to Soldiers: Emerging Black Identities in Montevideo, 1770-1850	
Borucki	Alex	Hist	Mellon Dissertation Fellowship In the Humanities in Original Sources, Council on Library and Information Resources	Diss Resch	From Shipmates to Soldiers: Emerging Black Identities in Montevideo, 1770-1850	
Bray	David A.	Bus	Harvard KSG's Leadership for a Networked World, National Security Fellows Program	Post Doc	Research on knowledge ecosystems and bottom-up, grassroots approaches to knowledge exchanges in large organizations (particularly in government)	06 GWF
Bray	David A.	Bus	MIT Center for Collective Intelligence Research Fellowship	Post Doc	Research on knowledge ecosystems and bottom-up, grassroots approaches to knowledge exchanges in large organizations (particularly in government)	08 GWF
Brosch	James	Anthro	AHRC Culture & Mind Project			
Campbell	Brooke	ComplT	Franklin Fellowship in Women's Studies, University of Georgia	Post Doc	"Women" for Sale: Feminism, Queer Theory, and the Question of Sex Work	05 GWF 04 GWF: 05 IGWW
Campbell	Ian	BME	NSF Graduate Research Fellowship (3 years)	Grad Study	A computational study of the effects of wall shear stress on abdominal aortic aneurysms	
Carry	Martia	ILA	Fulbright	Diss Resch	Violence, Victims and Aid: Surviving War and Reconciliation in Sierra Leone	02 GWF: 04 IGWW: 04 GWF
Childers	W. Salt	Chem	Microscopy Society of America Presidential Scholarship Award	Travel	Exploiting the Morphological Diversity of Amyloid's Cross-Beta Structure	
Cielka	Jason	ArHist	Samuel H. Kress Foundation Dissertation Fellowship of the Society of Architectural Historians	Diss Writing	Rare Harmony: The Architecture and Music of Carlo Rainaldi (1814-1893)	04 GWF
Cobden	Amy	Anthro	Oberlin College Alumni Fellowship			
Dassie	Wyllin	GDR	Fund for Theological Education Dissertation Fellowship	Diss Writing	The Interconnection between Race, Religion and Economics: Black Christian Identity and Economic Justice in the Rural South	04 GWF
De Fazio	Gianluca	Soc	Mellon Pre-dissertation Fellowship from the Council of European Studies	Pre Diss	Political Radicalization in the Making: The Civil Rights Movement in Northern Ireland, 1968-1974	
Delva	Emanuela	GDBBS / BCD8	National Cancer Institute (NIH) Minority Predoctoral Fellowship	Pre Diss	Determining the Mechanism of Cell Adhesion Disassembly in the Autoimmune Skin Disease Pemphigus Vulgaris	

Last Name	First Name	Program	Fellowship	Type	Project Name	GWP EVENT
Kang	Dredge	Anthro	David Boran Fellowship	Training	Thai Language Study at Chulalongkorn University in Preparation for Dissertation Research	03 GWF: 05 GWF: 06 IGWW
Kang	Dredge	Anthro	NSF DDRIG (postponed until 2009-10)		Gender Pluralism and Social Status in Thailand	03 GWF: 05 GWF: 06 IGWW
Kochlin	Beth	GDBBS / PBE	Fannie and John Hertz Foundation Fellowship	Grad Study	Quantitative Biology: Theoretical Immunology and Disease Dynamics	
Lim	Jeremy	BME	NSF Graduate Research Fellowship (3 years)	Grad Study	Aggrecan-containing hydrogels under tensile culture to regenerate ligament-bone interface	
Mascaro	Jennifer S.	Anthro	NIH-NRSA NCCAM	Grad Study	Longitudinal Effects of Medication on Empathic Behavior and Neural Activity	05 GWF
Monroe	Alicia	Hist	Fulbright	Diss Rach		05 GWF: 07 GWF
Owen-Smith	Ashli	BSHE	NRSA grant, National Center for Complementary and Alternative Medicine (2 years)	Grad Study	Complementary and Alternative Medicine Use Among African-Americans with AIDS	
Patterson	Amy	BSHE	Fulbright	Diss Rach		06 GWF: 07 Research Design Course
Piran	Maggie	NHS	Ruth L. Kirschstein National Research Service Awards for Individual Predoctoral Fellows, US National Institute of Mental Health	Grad Study	Promote Diversity in Health-Related Research	
Poole	Sarah F.	GDR	Doctoral Fellowship, Fund for Theological Education	Grad Study		
Rosa-Rodriguez	María del Mar	Span	ACL&Mellon Dissertation Completion Fellowship	Diss Writing	Simulacra and Religiosity: Muslims, Jews and Christian in 16th Century Spain	06 GWF: 07 PWI
Rosenbaum	Adam	Hist	German Academic Exchange Service (DAAD) Fellowship	Diss Rach	The Most German of German Lands: Bavaria as a Tourist Destination and Nationalist Site, 1871-1939	07 GWF
Rubtsova	Anna	Soc	NSF Dissertation Fellowship			03 GWF
Ruiz	Gilberto	GDR	Hispanic Theological Initiative Comprehensive Exams Award	Grad Study		
Schaller de la Cova	Ana E.	Anthro	ACL&Mellon Dissertation Completion Fellowship	Diss Writing	Lessons in 'Making Do' With Modernity: Islamic Knowledge, Secular Schools, and Social Change in Senegal	
Scher	Sarahh	Art&Lit	Fulbright-Hays	Diss Rach	States of Dress: Gender, Role and Status in Moche Art	05 GWF: 06 IGWW
Siegler	Aaron	BSHE	Ruth L. Kirschstein National Research Service Awards for Individual Predoctoral Fellows, US National Institute of Mental Health	Grad Study		
Smith	Shively T.	GDR	Doctoral Fellowship, Fund for Theological Education	Grad Study		
Soile	Laura Emilko	ILA	William Lomonda Scholarship for Music Study Abroad	Pro Dias	Research and training in the son Jarocho music of Veracruz, Mexico.	08 FYGF: 07 Research Design course

# Money Matters: A Short Guide to External Funding Opportunities for Students in the Graduate School at Emory University

[http://www.emory.edu/GSOAS/prospective/financial\\_overview/external\\_funding/](http://www.emory.edu/GSOAS/prospective/financial_overview/external_funding/)

## CONTENT

- Are there any shortcuts to writing a good grant proposal?
  - Are there special procedures for submitting grant proposals?
  - How can students find out about programs and deadlines?
  - When should a student start thinking about applying for grants?
  - Why should someone with a full fellowship worry about external funding?
- 

### **Are there any shortcuts to writing a good grant proposal?**

No. If you want to get a grant, you are going to have to devote a lot of time and serious effort to the process. There are hundreds of books, websites and workshops that promise to tell you how to write successful grant proposals. Use them selectively. Students committed to empirical social science fieldwork will find UC Berkeley's Institute of International Studies [Dissertation Proposal Workshop](#) page an excellent resource. Humanists should not be deterred by the social science slant of the Berkeley site—it's a gem.

Before trying to write a proposal from scratch, look at some successful proposals. Many departments keep successful grant proposals on file. If your department/program doesn't already keep such a file, start one. Solicit samples from senior graduate students and faculty.

When all is said and done, however, the most important advice you will get is from your faculty. Involve your faculty advisors from the start. Seek their advice about the timing of your application, the fit between your research and the program to which you wish to apply, and the proposal. Be prepared to revise your prose, rethink your methods, and reformulate your research questions—many times.

### **Are there Special Procedures for Submitting Grant Proposals?**

Yes. Certain grant and fellowship applications must be submitted by the university rather than by individual scholars. These include DAAD, [Fulbright](#), and [Fulbright-Hays](#). Application procedures and deadlines for these programs are coordinated in the Graduate School. All federal research and training grants, all proposals requiring [IRB](#) or [IACUC](#) review, and all proposals requiring official university signatures or reporting must be routed through [OSP](#).

### **How Can Students Find Out About Program and Deadlines?**

Grant and fellowship opportunities that are limited to Emory students are listed under Emory opportunities below. Listings of national and international programs can be found by accessing a number of search services, including the [Illinois Researcher Information Service \(IRIS\)](#),

Harvard Academy for International and Area Studies Scholars Program

Harvard University Center for Italian Renaissance Studies Villa I Tatti Fellowships in Residence

Harvard University Society of Fellows

Harvard University Kennedy School of Government Fellowships in Science and International Affairs

Alexander Von Humboldt Foundation Bundeskanzler Scholarships

Omohundro Institute of Early American History and Culture Postdoctoral Fellowships

Irish American Cultural Institute Irish Research Fund

Kress Foundation Fellowships in Art History and Archaeology

Leakey Foundation General Grants

Louisville Institute Dissertation Fellowship Program

ACLS/Henry Luce Foundation Dissertation Fellowship Program in American Art History

Medieval Academy of America Dissertation Grants

Charlotte W. Newcomb Fellowships in Religious and Ethical Studies

Organization of American Historians Awards

National Science Foundation (See NSF Essentials, a web page developed by Emory's Office of Sponsored Programs [OSP])

Phi Beta Kappa Sibley Fellowship in French or Greek Cultural Studies

Population Council Fellowships in Population and the Social Sciences

Roeckefeller Archive Center

Franklin and Eleanor Roosevelt Institute Grant-in-Aid Program

School of American Research Resident Scholar Fellowships

Peace Fellowships

Sigma XI: The Scientific Research Society

## Funding the Dissertation: Writing the Dissertation Proposal

Excerpted from "Three Essays on How to Write a Fellowship Proposal: The Art of Grantsmanship"  
by Cynthia Verba, Associate Dean, Harvard University Graduate School of Arts and Sciences  
(<http://www.gsas.harvard.edu/financial/essays.html>)

*Learning to write an effective fellowship proposal at the dissertation stage has implications that go well beyond the process itself; it is a skill that is essential to a scholar throughout his or her career.*

### The Nature of a Proposal: How a Dissertation Fellowship Proposal Differs from a Dissertation Prospectus

A fellowship proposal is essentially a persuasive argument for why your project deserves to be funded. Most dissertation fellowships—and fellowships in general—involve a highly competitive contest, judged by an anonymous fellowship committee. This is in contrast to a dissertation prospectus, where you are simply asking your own department to decide whether your project is acceptable or not; this is normally an easier task, more like "preaching to the converted." Many departments have their own rules as to what a prospectus should be—how long, what to include, what format to use, and other requirements—but in general the prospectus is a fairly detailed explanation of your project.

In a fellowship competition you are asking an anonymous fellowship committee to decide that you deserve to win and—yes—that someone else deserves to lose. In this situation, it will not do simply to describe a project that is acceptable; instead, you must develop a highly persuasive and polished argument that will convince the reader that your proposed project will make an important contribution to the field, that it deserves to be funded. The argument should be constructed so carefully that each sentence and each paragraph advances your contribution argument in the most tightly-knit and logically coherent fashion.

### Constructing a Polished Argument for How Your Project Will Contribute to the Field: Three Possible Paradigms

Before you can construct a tightly-knit argument, you must first decide what your contribution argument will be. There are three possible paradigms—or three logical possibilities—for defining how a study will contribute to the field:

**Paradigm One:** The project is a research topic that never has been done before. Almost by definition it will contribute to the field. The burden in this argument, however, is to show that the topic is indeed significant despite its neglect by scholars. Perhaps it has only recently acquired significance through scholarly developments, or perhaps there are other factors that have been overlooked that explain its importance. The main point in this paradigm is to show that the topic no longer should be neglected.

### Sample Argument, Paradigm One:

While thirteenth-century Venetian art has been studied in depth, the story of the fourteenth century remains to be written. Not only was this a period of extraordinary political and economic expansion and turning westward, but it was also a period matched by artistic transition, moving away from the prevalent use of Byzantine cultural models—once again in the direction of the West.

**Paradigm Two:** This argument is the opposite of paradigm one. The project will study well known material that has been examined many times before, but you are making a reassessment of that material by looking at it in a new way, which will be your contribution. The challenge in this paradigm is to make a strong argument for the need for reassessment, but without denigrating all previous work. (Your readers may well include an author of one of those previous works.) The wisest approach is to stress that you are adding a new dimension, thanks to the work that has already been done.

### Sample Argument, Paradigm Two:

The rapid turnover in population in 19-century cities and the chaotic ordering of their neighborhoods has led many historians to focus almost exclusively on the social dislocation and uprootedness that they felt urban life brought. This dissertation seeks to re-examine these assumptions . . . .

**Paradigm Three:** This argument logically falls between paradigms one and two; it is where most research projects fall as well. In this case, the project will contribute by exposing some new material which in turn will call for some reassessment of what has already been done.

### Sample Argument, Paradigm Three:

While there have been some studies done on the Alliance's activities in North Africa, there have been none on its work in the Ottoman Empire where most of its schools were located . . . . By studying the activities of an organization which channelled Western values directly to a broad mass of young students, I hope to shed some new light on the process of Westernization at the local level.

one corresponding specific objective. The feasibility argument will be stronger if you avoid having too many objectives or hypotheses—after a certain number of questions the project's feasibility sounds less convincing. Similarly, it is important to state all of your specific objectives in a single place in an orderly fashion. If they are scattered (and there is a common tendency for writers to pile up new questions on almost every page of a proposal), then it is impossible for the reader to know exactly what is being proposed, and how or why it fits with the major goals or contribution paradigm.

#### **Research Design in Relation to Feasibility**

The feasibility of the project also hinges on the research design or methodology—and especially on how closely it mirrors both the major goals and the more specific set of hypotheses to be tested. For each specific objective, there should be at least one matching methodological procedure. The presentation of the research design or methodology should include the following:

- 1) overall design and why it has been adopted—once again, with an emphasis on how closely it reflects the stated major and specific objectives (your method may be comparative, longitudinal, qualitative, quantitative, participant observer, sample survey, a case study, an experiment, or some combination of these methods).
- 2) type of data to be used—the principal variables and their control
- 3) how data will be collected
- 4) how data will be analyzed
- 5) timetable for implementation
- 6) available resources for implementation

#### **Personal Importance of Project - Candidate's Relevant Background or Qualifications**

Often the application includes instructions for discussing the applicant's qualifications as part of the proposal, or there is a separate essay question asking for relevant personal background. If there are no specific questions, it is nevertheless important to include some of your strongest qualifications or preparation for the project in the proposal itself, once you have described the project. This discussion also gives you the opportunity to convey a sense of your commitment and enthusiasm for the project. (Conveying your own enthusiasm may well generate a corresponding enthusiasm from the reader.) If there are no instructions, the following items should be addressed:

- 1) how the project fits in with long-term career goals of candidate
- 2) special background or skills or preparatory work for the project (languages or other skills mastered, prior fieldwork or research related to topic, etc.)
- 3) any other evidence of your promise to carry out the project successfully.

Some applications seek a more extended biographical essay—for example, the Fulbright Institute of International Education application includes a c.v. in essay form that asks for such personal history as family background, intellectual influences, enriching experiences and how they have affected you.

#### **Who Serves on Fellowship Selection Committees—Will Your Proposal be read by Specialists in the Field, or by Generalists?**

Most people want to know the answer to this question so that they can address their proposal to the appropriate audience. The problem is that even in competitions that are judged by people in your own discipline, you cannot or should not assume that they are fully knowledgeable about your own specialized topic. Indeed, even specialists need convincing, and may in fact view your proposal with a more critical eye. The safest course is to provide enough background in making your contribution argument, so that both generalists and specialists will view the background as a necessary and logical part of your contribution argument. It is also wise to avoid jargon or unnecessary technical terms.

#### **Paying Attention to Fellowship Descriptions; Adapting the Proposal When Applying for Several Fellowships**

It is wise to apply for as many fellowships as possible, as long as they are appropriate for your project. Most fellowship announcements include a description of the fellowship, stating selection criteria and providing some details about the type of projects that the granting agency seeks to support. You may find that there are a number of fellowships which are appropriate for your project, but that the fellowship descriptions vary, both in large and small details. While it is important to pay close attention to the wording in the individual fellowship announcements, it is also important to write a fellowship proposal that presents the most persuasive and logical argument in support of your project, following the principles outlined above. How can you write a proposal that does both?

## **GSAS 1000 GRANT PROPOSAL ARCHIVE**

**FALL 2008**

**Cross-listings: None**

**Instructor(s): Corinne Kratz, Ulf Nilsson, Ivan Karp**

### **Graduate Fellowships**

#### **OAS Homepage**

**Link to this item:**

<https://ereserves.library.emory.edu/reserves2/reservesViewer.php?reserve=343301>

#### **Organization of American States Graduate Scholarship (OAS)**

**HILL, MICHAEL**

*From:* El Umbligo del Mundo: The Intersections of Andean Pilgrimage

*Pages/Time:* pp. 1-22

*Source/Year:* 2002

**Link to this item:**

<https://ereserves.library.emory.edu/reserves2/reservesViewer.php?reserve=343302>

### **Preliminary Dissertation Research**

#### **SSRC Dissertation Proposal Development Fellowship**

##### **Homepage**

**Link to this item:**

<https://ereserves.library.emory.edu/reserves2/reservesViewer.php?reserve=343304>

### **Dissertation Research Grants**

#### **American Antiquarian Society**

**Link to this item:**

<https://ereserves.library.emory.edu/reserves2/reservesViewer.php?reserve=343306>

#### **American Antiquarian Society Fellowship**

**JENNIFER HUGHES**

*From:* Telling Laughter: A Cultural History of Humor, 1830-1900

*Source/Year:* 2007

**Link to this item:**

<https://ereserves.library.emory.edu/reserves2/reservesViewer.php?reserve=343307>

#### **AAUW Grants Page**

**Link to this item:**

<https://ereserves.library.emory.edu/reserves2/reservesViewer.php?reserve=343308>

## **Fulbright-Hayes Doctoral Dissertation Research Abroad**

PHILIP MISEVICH

*From:* Abolition and the Growth of the Slave and Produce Trades in Southern

Sierra Leone , 1787-1850

*Source/Year:*2007

### **Link to this item:**

<https://ereserves.library.emory.edu/reserves2/reservesViewer.php?reserve=343317>

## **SSRC Homepage**

### **Link to this item:**

<https://ereserves.library.emory.edu/reserves2/reservesViewer.php?reserve=343318>

## **Social Science Research Council (SSRC)**

STRAKER, JAY

*From:*The Fate of an African Revolutionary Curriculum

*Pages/Time:*pp. 1-14

*Source/Year:*1999

### **Link to this item:**

<https://ereserves.library.emory.edu/reserves2/reservesViewer.php?reserve=343319>

## **Social Science Research Council (SSRC)**

MCGOVERN, MIKE

*From:*Identity and Negotiation of Displacement in Southeastern Guinea, West

Africa

*Pages/Time:*pp.1-12

*Source/Year:*1998

### **Link to this item:**

<https://ereserves.library.emory.edu/reserves2/reservesViewer.php?reserve=343320>

## **Social Science Research Council (SSRC)**

GLENZER, KENT

*From:*A Historical Ethnography of Civil Society in Mali

*Source/Year:*2000

### **Link to this item:**

<https://ereserves.library.emory.edu/reserves2/reservesViewer.php?reserve=343321>

## **Social Science Research Council (SSRC)**

HUME, YANIQUE

*From:*Performing and Reconfiguring a National Cultural Identity

*Source/Year:*2002

### **Link to this item:**

<https://ereserves.library.emory.edu/reserves2/reservesViewer.php?reserve=343322>

## **The Spencer Foundation**

### **Link to this item:**

<https://ereserves.library.emory.edu/reserves2/reservesViewer.php?reserve=343323>

### **Charlotte Newcombe Dissertation Fellowship**

JOCELYN HENDRICKSON

*From:*The Jurisdiction of Orthodoxy: Islamic Law and Muslim Minorities in  
Medieval Spain

*Source/Year:*2007

**Link to this item:**

<https://ereserves.library.emory.edu/reserves2/reservesViewer.php?reserve=343332>

### **CHI Homepage**

**Link to this item:**

<https://ereserves.library.emory.edu/reserves2/reservesViewer.php?reserve=343333>

### **Center for Humanistic Inquiry Dissertation Fellowship**

TOBIAS, SAUL

*From:*Homo Patiens: Nietzsche and the Human Sciences

*Source/Year:*2004

**Link to this item:**

<https://ereserves.library.emory.edu/reserves2/reservesViewer.php?reserve=343334>

## **Postdoctoral Funding**

### **David C. Driskell Center Homepage**

**Link to this item:**

<https://ereserves.library.emory.edu/reserves2/reservesViewer.php?reserve=343336>

### **Driskell Post-Doctoral Grant**

THOMPSON, KRISTA A.

*From:*The Tropicalization of the Anglophone Caribbean

*Pages/Time:*pp. 1-5

*Source/Year:*2003

**Link to this item:**

<https://ereserves.library.emory.edu/reserves2/reservesViewer.php?reserve=343337>

The Chronicle of Higher Education

# Chronicle Careers

<http://chronicle.com/jobs/news/2006/05/2006051101c/careers.html>

Thursday, May 11, 2006

## How to Win a Graduate Fellowship

By MICHAEL KIPARSKY

### CATALYST

Career advice  
for scientists

Trying to win a graduate fellowship can sometimes feel like playing the lottery – long odds for a big payoff. I remember well the stress of the application process, and my surprise when I actually landed a National Science Foundation fellowship while some of my academically superior peers did not.

I credit equal parts good luck and good strategy.

In the sciences, the best fellowships pay tuition and a stipend of up to \$30,000 a year, for multiple years. Some also provide money for research expenses.

Many students learn the ropes of fellowship writing through long, hard experience -- if they learn them at all. What I learned from the application process is that you *can* tweak the odds in your favor. I would like to offer some tips here to help you get a leg up on your competition.

### Make Time

Writing fellowships is not easy. But like any large task, it can be broken down into smaller, more manageable elements. For successful applicants, applying for a fellowship is not a one-weekend, or even a one-month, endeavor. As with any writing project that demands a substantial, polished, well-thought-out product, cramming at the last minute will not produce your best work.

Plan well ahead of your deadline, and build extra time into your schedule. Many people budget considerable time over their summer and fall for a November due date. One winner I know worked on his proposal for over a year.

If you're a first-year graduate student, you should consider taking on fewer commitments from the enticing new menu before you in order to have time to work on fellowship proposals. Count your proposal writing as equivalent to a hefty seminar.

### Do Your Homework

Most universities have a fellowship office that can get you started answering your first question: What opportunities for financial support are out there? Set aside a couple of afternoons to browse through binders of information. Don't forget to talk to the staff members in that office; they often have a wealth of experience and knowledge, and can point you to workshops on grant writing.

On the Web, a good place to start looking for fellowships is at [GrantsNet](#). Among the biggest names in the business:

obvious one -- has formed the basis for many successful proposals. Often you can find next steps and research gaps directly laid out in the conclusions of research papers.

An equally valid approach is to look to your adviser or another professor for a topic, or merely for guidance on a topic you've identified. You will develop the idea into a solid proposal, and own it by the time you finish.

Make sure you have a hypothesis -- or more than one. Failure on that seemingly obvious point has sunk many an applicant. You need to be able to boil down your research goal to a specific question you propose to ask, rather than discussing a general examination of a topic. Explicitly laying out your approach as a test of null and alternate hypotheses will force you to clarify your thinking about the research you plan to pursue, and it will help you explain it unambiguously.

Try using your course work to help you on your fellowship proposal. Doing your research as part of a class can be helpful. Taking a seminar on your topic of interest can provide structure and focus for your literature review, and a captive audience to evaluate your ideas as they develop. It is also a chance to enlist the support of an interested professor.

### **Know Your Audience**

Your proposal will be read by busy scientists who probably are not expert in your exact area of interest. They read hundreds of proposals in a sitting, with the goal of quickly eliminating those that don't stand out as excellent. Make it easy for them to choose yours. How?

- Write clearly. The most brilliant idea can easily be swallowed by stilted prose. Re-read *The Elements of Style*.
- Minimize your use of jargon. Remember, you are not writing for someone who knows your topic fluently. State things simply in common terms, and define your terms clearly if you must use nonstandard language.
- Format appropriately, but don't overdo it. Underline your hypothesis, italicize key points, put big ideas in boldface type, use bullets. Those tricks will help readers who are skimming your proposal, and will make the main concepts stick in their heads for that extra moment.
- Use figures and graphics where appropriate. If you have preliminary data, relevant information from another source, a map of your study area, or a simple graphic to represent your ideas, by all means include it. It will probably count toward your page limit, but a strong visual element can be well worth the words you trade for it.

### **It's All About You**

Don't forget that most graduate-student fellowships are intended to support a person, not an actual product.

Your main task is to demonstrate that you can conceptualize and present a strong potential research path. Many students I know who received an NSF grant are conducting research different from the project they proposed, and the NSF is generally fine with the switch.

Remember that your entire application counts, not just your research plan. Don't neglect the other

Some applicants actively cultivate, and even coach, their recommenders. One student in our department actually lays out a list of important points, respectfully asking each letter-writer to attest to an aspect of her qualifications (quantitative skills, creativity, language skills, etc.) that supports her application.

Give your recommenders copies of your draft proposal well before they write their letters. Better yet, give them a copy of it well before it is due, and solicit their feedback. The more they invest in you, particularly if you might work in their research group, the better off you are.

### **Apply, Already!**

The odds may seem against you, but this is a worthwhile exercise. A month before submitting my NSF proposal, I was deeply distressed. Everyone else applying seemed so much more in control, confident, and focused. I came pretty close to chucking the whole thing. I'm glad I didn't.

The reason I stuck with it was that I shifted my attitude from an all-or-nothing, win-or-lose mentality. I relaxed, accepted that my chances were slim (everybody's are!), and approached the process as an opportunity to explore an idea that I actually wanted to pursue, without attachment to the notion of a big payoff.

However your fellowship application turns out, you will gain valuable experience and a much deeper understanding of a field of interest to you. You might also get a dissertation topic out of it, or, equally valuable, the knowledge that you don't want to explore that topic. You will also gain a template for future proposals.

Some fellowships will even send you copies of reviewer's comments, which will help you recraft your proposal for resubmission to that agency or elsewhere. And maybe, just maybe, you will be rewarded by a life-changing letter.

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*Michael Kiparsky is a National Science Foundation Graduate Research Fellow in the Energy and Resources Group (ERG) at the University of California at Berkeley.*

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ACLS American Council of Learned Societies | [www.acis.org](http://www.acis.org)



ACLS

## Fellowships & Grants

ACLS offers fellowships and grants in more than a dozen programs for research in the humanities and related social sciences at the doctoral and postdoctoral levels.

The specifics of the competitions vary. Program descriptions, eligibility requirements, and application procedures for each program can be found on the [Competitions and Deadlines](#) page.

Fellows and grantees in all programs are selected by committees of scholars appointed for this purpose. An individual may apply to as many fellowship and grant programs as are suitable. However, not more than one ACLS or ACLS-joint award may normally be accepted in any one competition year.

For the purpose of these competitions, the humanities and related social sciences include but are not limited to American studies; anthropology; archaeology; art and architectural history; classics; economics; film; geography; history; languages and literatures; legal studies; linguistics; musicology; philosophy; political science; psychology; religious studies; rhetoric, communication, and media studies; science, technology, and medicine studies; sociology; and theater, dance, and performance studies. Proposals in the social science fields listed above are eligible only if they employ predominantly humanistic approaches (e.g., economic history, law and literature, political philosophy). Proposals in interdisciplinary and cross-disciplinary studies are welcome, as are proposals focused on any geographic region or on any cultural or linguistic group.

### Announcements

In 2008, awards of over \$9.3 million were made to 314 scholars. Visit the [Fellows & Research](#) section to view [recent awardee listings](#) and profiles.

### Programs Administered Elsewhere

ACLS no longer administers the following programs. Please follow the links below for current program information.

#### [Contemplative Practice Fellowship Program](#)

ACLS Library of Congress Fellowships in International Studies. A comparable fellowship, the [Kluge Fellowship](#), is administered directly by the Library of Congress.

Heritage Speakers Research Grant

January 16, 2009

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ACLS Humanities Program In Belarus, Russia, and Ukraine

November 17, 2008

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**NEW** African Humanities Program

December 1, 2008

The International Dissertation Field Research Fellowship Program supports distinguished graduate students in the humanities and social sciences conducting dissertation research outside the United States. The program is administered by the Social Science Research Council in partnership with the American Council of Learned Societies.

Charles A. Ryskamp Research Fellowships

Frederick Burkhardt Residential Fellowships for Recently Tenured Scholars

ACLS Collaborative Research Awards NOTE that the Project Coordinator must be affiliated with a U.S. institution; collaborating scholars need not be.

Andrew W. Mellon/ACLS Early Career Fellowships

Henry Luce Foundation/ACLS Grants to Individuals in East and Southeast Asian Archaeology and Early History

ACLS is affiliated with the following centers and programs encouraging international research:

The Center for Educational Exchange with Vietnam (CEEVN) administers and supports educational and academic exchanges between Vietnam and the United States. It has been affiliated with the ACLS since 1994.

ACLS continues its support of the Beijing office of the Committee on Scholarly Communication with China (CSCC), which is sponsored by the ACLS, the National Academy of Sciences, and the Social Science Research Council.

ACLS, in cooperation with the Social Science Research Council, supports various research and planning activities to encourage research on specific countries or regions of the world, as well as comparative and transnational research projects. The ACLS/SSRC International Program continues work formerly carried out by the ACLS/SSRC Joint Area Studies Committees.

construed as) awards paid to the university *per se*. The ACLS fellowship represents an award to an individual scholar in the form of a salary replacement or support stipend.

The amount and timing of the salary replacement is worked out in advance of the Fellowship period with Individual Fellows.

ACLS makes its awards on the condition that Fellows will devote full-time to the projects they propose. This does not assume sabbatical pay or leave, though those are often the conditions under which the awards are taken up.

In many cases, the fellowship stipend does not equal the Fellow's normal salary. The expectation of the ACLS, in calculating the shape, scope, size, and number of its awards, is that Fellows' institutions will "top up" ACLS awards to meet the salary and benefits, as may be needed for faculty members (and therefore, their institutions) to take advantage of the award and the honor it represents.

ACLS fellowships do not provide benefits. The expectation is that the Fellows' institutions will continue to provide the Fellows with benefits during the fellowship period.

In contrast with institutional grants, institutions may not "charge" to ACLS fellowships costs of any kind, such as benefits, indirect costs, or overhead. This rule obtains even in cases where the Fellowship stipend is routed through the institution.

Typically, ACLS fellowships will not have "unspent" or "excess" funds. An ACLS Fellow is entitled to the entire amount of his or her award as initially designated in accordance with their salary replacement need (unless he or she violates the terms of the Fellowship). Since ACLS fellowships are made to individual scholars rather than to their institutions, ACLS cannot ask for monies back from the institution. The standard scenario is that funds are "fully expended"—paid out per regular salary payments—by completion of the Fellowship period.

Unlike institutional grants, ACLS fellowships have no requirements for financial or expenditure reports from the accounting office or Office of Sponsored Research (OSR) at Fellows' institutions. ACLS Fellows may be asked to account for funds expended under any special budgets for research costs attached to their stipends.

Unlike institutional grants, ACLS fellowships have no requirements for narrative reports from the accounting or OSR offices at Fellows' institutions. ACLS Fellows are asked for final reports on their research or writing during the Fellowship year.

It is not possible to **transfer** a fellowship from one institution to another, given that it is an award to an individual. If an ACLS Fellow changes institutions before or during the tenure of the award, we may **route** the fellowship stipend through the new institution—but no transfer of funds need take place between the Fellow's old and new institutions.

It is not possible to take funds from an ACLS fellowship salary stipend and re-grant them to any other individual or institution. There are provisions for scholars to spend supplementary funds in small budgets

ACLS American Council of Learned Societies | [www.acls.org](http://www.acls.org)



## What ACLS Does Not Fund

ACLS is not able to offer individuals the following types of assistance:

Fellowships or scholarships for undergraduate study

Grants for curricular, pedagogical, or other studies directed primarily toward the improvement of education, or for the preparation or revision of textbooks

Grants for the editing and publication of research already in manuscript, except for the ACLS Digital Innovation Fellowships

Grants for straightforward translation projects, except the Henry Luce Foundation/ACLS translation grants in East and Southeast Asian Archaeology and Early History

Travel grants for lecturing, teaching, or participating in meetings and conferences, except for CCK New Perspectives on Chinese Culture and Society fellowships, and travel and conference grants under the East European Studies Program

Grants for creative work (e.g., novels or films)



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## The Dissertation Proposal Development Fellowship (DPDF)

The Dissertation Proposal Development Fellowship (DPDF) is a strategic fellowship program designed to help graduate students in the humanities and social sciences formulate doctoral dissertation proposals that are intellectually pointed, amenable to completion in a reasonable time frame, and competitive in fellowship competitions.

The program is organized around distinct "research fields," subdisciplinary and interdisciplinary domains with common intellectual questions and styles of research. Each year, an SSRC Field Selection Committee selects five fields proposed by pairs of research directors who are tenured professors at different doctoral degree-granting programs at U.S. universities. Research directors receive a stipend of \$10,000. Graduate students in the early phase of their research, generally 2nd and 3rd years, apply to one of five research fields led by the two directors; each group is made up of twelve graduate students. Fellows participate in two workshops, one in the late spring that helps prepare them to undertake predissertation research on their topics; and one in the early fall, designed to help them synthesize their summer research and to draft proposals for dissertation funding. Fellows are eligible to apply for up to \$5000 from SSRC to support predissertation research during the summer.

The program is administered by the Social Science Research Council and funded by the Andrew W. Mellon Foundation.



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## DPDF Eligibility Criteria for Students

Students in the humanities and social sciences undertaking doctoral dissertation research may apply for one of the five annual research fields named. Full descriptions of these fields may be found on this site. The program is designed for second and third year PhD students, enrolled in U.S. institutions, who have not yet submitted and will not submit their dissertation proposals until after the fall workshop. Students who have completed their comprehensive/general/qualifying exams are eligible as long as they have not had their dissertation proposal formally approved by their department before the fall workshop.

Fellows are required to be present and participate in both workshops, the dates for which are announced before the opening of the annual application cycle. If you are unable to attend either workshop for any reason, do not apply to the DPDF

### 2009 Cycle:

Spring Workshop: May 28 - 31, 2009 in New Orleans, LA.

Fall Workshop: September 10-13, 2009 in Philadelphia, PA.

If you have already received funding and have completed predissertation research before applying, you will not be eligible for a DPDF. If you have applied this year or in previous years for SSRC's IDRf program, or for any major funding grant for dissertation research, you are not eligible for a DPDF. If you are unsure if your current funding disqualifies you from the DPDF program, please contact DPDF staff.



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## DPDF Student Application

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The 2009 Research Fields will be announced in November 2008. The 2009 DPDF student competition will open November 18, 2008.

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The DPDF is intended for 2nd and 3rd year students, regardless of citizenship or residency status, enrolled in a Ph.D. granting program at a US institution. For further eligibility requirements, please [click here](#).

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You must be able to attend **both** workshops to be eligible for this fellowship, which will cover travel and accommodations. For more information about the dates and locations of the workshops, please [click here](#).

### Prospective Faculty

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Please contact us with any questions.

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We appreciate your continuing interest and look forward to your application. Thank you for your interest in the DPDF program.

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## **2008 DPDF Research Field:**

### **Critical Studies of Science and Technology Policy**

The growing importance of science and technology in modern political life calls for new approaches to policy research. These approaches must take account of recent scholarship on science and technology as social enterprises that not only inform policy but influence the very terms in which policies are conceptualized and implemented. The need to incorporate the social dimensions of science and technology into policy research is especially pronounced in cross-national and transnational settings. Policy challenges that demand such understanding include the identification and assessment of transnational impacts of science and technology; identification of barriers to the cross-cultural uptake and dissemination of new knowledge and technologies; understanding the causes of public skepticism and resistance; and learning from cross-national experiments in the design of risk and technology assessment, public participation, and expert advice.

The research problems of interest for this field involve rapid changes in science and technology that carry different consequences across sectors, cultures, and political systems. The linear causal models frequently adopted by disciplinary frameworks cannot easily explain such variations. Traditional methods assume either that scientific and technological innovation shape social responses, or that particular social factors explain why societies innovate. Instead, this field starts from the observation that science simultaneously shapes and is shaped by social, political, and cultural dynamics. The focus of the field is on comparative and international science, technology, and environmental policy research that illuminates this co-production of science and social order. Such research focuses on key moments of transformation in science and technology (e.g., emergence, stabilization, or controversy), as well as on the causal mechanisms (e.g., discourses, representations, identities, and institutions) that underpin the co-production of science and public policy.

Students interested in this field may come from varied disciplinary backgrounds, such as science and technology studies (STS), political science, public policy, sociology, history, economics, and anthropology. They may choose to work on a variety of policy arenas, including environment, biotechnology, information technology, and security. Preference will be given to students interested in the risks, benefits, and social dislocations associated with the globalization of science and technology; cross-national or global controversies surrounding science, technology, and the environment; international regulation of science and technology (e.g., through intellectual property rights, risk assessment, bioethics); regulatory standard-setting and harmonization; and the role of expertise in international policy making. Students, deploying methods from their own disciplines, will learn from the other interpretive social sciences, learning to appreciate the value of ethnography, history, or comparative case studies as tools in the construction of the



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## 2008 DPDF Research Field: Human Dimensions of Global Environmental Change

Global environmental changes—such as climate change, land change, and biodiversity loss—are worldwide biophysical changes resulting from a combination of human activities and natural processes. The field of human dimensions of global environmental change (HDGEC) engages in research on human activities responsible for these global environmental changes, the underlying socioeconomic forces underlying and driving those activities, the consequences of global environmental changes for human systems, and the human responses to contemporary and anticipated global environmental changes. HDGEC draws from and integrates the traditional social science disciplines of anthropology, economics, geography, political science, psychology, sociology, and others in an interdisciplinary research field created to better understand global environmental change and to inform public policy.

Practitioners working on HDGEC rely on approaches ranging from agent-based models, econometric models, and geographic information systems to surveys, focus groups, interviews, participant observations, ethnography, and archival research. Practitioners regularly apply quantitative, qualitative, and mixed-methods analytical techniques to primary data they gather themselves and to secondary data they obtain from local, state, national, and international sources. Despite the word “global” in HDGEC, much of the research focus is local because understanding global environmental changes requires place-based and context-specific knowledge.

We seek students from disciplines that span the social sciences and humanities working on a range of possible topics. Geographers could study the human impacts on marine ecosystems and how they vary over time, across space, and between economic sectors and social groups. Economists could address the potential economic responses to climate change, their effectiveness, and their costs and benefits. Psychologists might consider how individuals value and decide among the range of options to mitigate climate change. Sociologists could investigate how social networks make communities and regions better able to adapt to climate change. Anthropologists could examine the cultural attitudes and beliefs driving the human activities degrading terrestrial ecosystems. Political scientists might examine the ability of top-down vs. bottom up institutions to protect natural resources. Historians could explore the evolution of institutional structures driving the rush to biofuels in the United States. And philosophers could explore the ethics underpinning international climate regimes. In most cases, students will want to cross multiple disciplinary boundaries, drawing from many areas of social science and the humanities to answer their research questions.

The workshops will emphasize the process of research design and research implementation. Students will be encouraged to stretch the boundaries of their



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## 2008 DPDF Research Field: Muslim Modernities

Islamic fundamentalists and Western Orientalists often emphasize pre-modern resonances in contemporary Muslim communities. Over the past generation, by contrast, an interdisciplinary set of scholars has come to emphasize the ways in which Islamic historical heritages are extruded, redefined, or invented through modern processes. We label this emerging field "Muslim Modernities."

The idea of modernity was invented in Western Europe to distinguish the region from the rest of the world, including Muslim societies. Scholars disagreed about what modernity consisted of – capitalism, division of labor, rationalization, reflexivity, etc. – but broadly agreed that these were characteristics of the West and not of other societies. Increasingly, however, the study of Muslim communities has contributed to a re-thinking of the West's monopolistic claims to modernity. Instead of measuring modernization as the adoption of Western institutions and norms, these studies have explored the development of alternative forms of modernity. These alternative forms are modern in three potentially distinct ways: their proponents claim that they are modern; they are recent, not found in "tradition," though sometimes imposed retroactively on tradition; and they exhibit characteristics frequently associated with Western modernity, such as universalism, rationalization, and reflexivity.

Prominent approaches to the concept of multiple modernities include, but are not limited to, the study of Islamic and other fundamentalisms; the formation of religious subjectivities; the conditions of post-coloniality; the operations of disciplinary power; the construction of communal, national, regional, and gender identities; discourses of democracy and rights; migration and post-migration; and global markets and responses to them. In each of these areas, Muslim modernities provide a counterpoint to analyses that view contemporary Muslim societies through the prism of premodern recrudescences.

We invite students from throughout the humanities and social sciences to consider participation in this workshop if their research plans include Muslim communities anywhere in the world, including Europe and North America. Special preference will be given to projects that consider interconnections across regional and communal boundaries. The workshop is open to a variety of methodologies, from ethnography and interviews to textual, archival, and data analyses. As Islamist movements and the global war on terror have moved the study of Muslim societies closer to the center of academic debates, the workshop will encourage a new generation of scholars with language skills and fieldwork experience to break out of the area studies framework, paying particular attention to the interplay between place-based empirical research and discipline-based intellectual questions about modern



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## 2008 DPDF Research Field: Urban Visual Studies

Urban Visual Studies draws on interpretive practices developed by the disciplines of architecture, art history, cultural studies, film and media studies, gender studies, and literary studies, while locating analyses within larger structures of empire, globalization, cultural exchange, and migration. Urban history and urban studies traditionally utilized quantitative research and survey techniques to elucidate shifts in demography, economy, and class. The emerging paradigm of Urban Visual Studies retains these concerns but investigates visual and cultural forms in and of the metropolis such as buildings, plans, maps, models, mass culture, drawings, art objects, photographs, and moving images.

As complex systems of large-scale dynamics and local experiences, cities present a unique challenge to identify evidence that can be systematically (yet non-reductively) theorized and historically categorized. Urban Visual Studies productively relates the abstract sense of space to the intimate notion of place, the global network to the everyday, and the micro cultural detail to the macro context. As an interdisciplinary research field, it recasts questions about space, agency, power, status, gender, modernity, and consumption investigated by history and the social sciences in light of the specific objects and ways of seeing investigated by scholars of visual forms. Three broad but overlapping approaches constitute its methodology. One interprets images, forms, objects, and archives. Another investigates the everyday practices, rituals, and social dynamics of urban vision. A third involves mapping, diagramming, and creating spatial and temporal simulations and databases.

We seek students across the humanities and social sciences in anthropology, architecture, art history, film and media studies, geography, history, literature, planning, sociology, urban studies, and interdisciplinary graduate programs working on a wide variety of topics, media, regions, and periods. Investigations of objects in the fine arts, material culture studies, comparative or cross-cultural research, reception studies, the identification of new objects and archives, institutional histories, genealogies of morphological or generic change, critical interrogations of distinctions between urban and rural, digital modeling, readings of mass cultural representations, the analysis of canonical material utilizing novel or non-standard methodologies, or redefinitions of the city in response to changing communication technologies are some of the directions this research might entail. Our goal is to explore diverse examples of urban visuality utilizing a wide variety of methodologies and disciplinary traditions.

## Andrew W. Mellon Foundation/ACLS Early Career Fellowship Program

The **Andrew W. Mellon Foundation/ACLS Early Career Fellowship Program** provides support for young scholars to complete their dissertation and, later, to advance their research after being awarded the Ph.D. This program awards fellowships in two categories: [Dissertation Completion Fellowships](#) and [Recent Doctoral Recipients Fellowships](#). A grant from The Andrew W. Mellon Foundation supports this program.

## Mellon/ACLS Dissertation Completion Fellowships

### Fellowship Details

- Stipend: \$25,000, plus funds for research costs of up to \$3,000 and for university fees of up to \$5,000
- Tenure: one year beginning summer 2009
- Completed applications must be submitted through the ACLS Online Fellowship Application system ([ofa.acs.org](http://ofa.acs.org)) no later than 9 p.m. Eastern Standard Time, November 12, 2008.
- Notifications will be sent in late March 2009.

ACLS invites applications for the third annual competition for the **Mellon/ACLS Dissertation Completion Fellowships**. These fellowships are to assist graduate students in the humanities and related social sciences (1) in the last year of Ph.D. dissertation writing. This program aims to encourage timely completion of the Ph.D. Applicants must be prepared to complete their dissertations within the period of their fellowship tenure or shortly thereafter.

ACLS will award 65 Fellowships in this competition for a one-year term beginning between June and September 2009 for the 2009-2010 academic year. The Fellowship tenure may be carried out in residence at the Fellow's home institution, abroad, or at another appropriate site for the research. The total award of up to \$33,000 includes a stipend plus additional funds for university fees and research support. These Fellowships may not be held concurrently with any other major fellowship or grant.

### Eligibility

Applicants must:

- be Ph.D. candidates in a humanities or social science department in the United States. Applicants from other departments may be eligible if their project is in the humanities or related social sciences, and their principal dissertation supervisor holds an appointment in a humanities field or related social science field. (Students completing master's degrees are not eligible, even if they are the terminal degree in the field.)
- have all requirements for the Ph.D. except the dissertation completed before beginning fellowship tenure.
- be no more than six years in the degree program; awardees can hold this Fellowship no later than their seventh year. (2)

### Application Requirements

Applications must be submitted online and must include:

for a year following the completion of the doctorate for scholars to advance their research. A grant from The Andrew W. Mellon Foundation supports this program.

Mellon/ACLS Recent Doctoral Recipients Fellowships are to assist young scholars in the humanities and related social sciences (1) in the first or second year following completion of the Ph.D. This program aims to assist recent doctoral recipients to position themselves for further scholarly advancement and is available to young scholars whether or not they hold academic positions.

Eligibility for these Fellowships will be limited to scholars awarded Mellon/ACLS Dissertation Completion Fellowships in the prior year's competition, the Alternates selected in the prior year's Mellon/ACLS competition, and those awarded other dissertation fellowships of national stature (such as the Whiting Fellowship) that require applicants to complete their dissertations within a specified period. To be eligible, all applicants must complete their dissertations according to the timetable in their application for dissertation awards and before taking up the Fellowship.

ACLS will award 25 Fellowships in this competition for a one-year term beginning between June and September 2009 for the 2009-2010 academic year, or between June and September 2010 for the 2010-2011 academic year. The Fellowships are portable: research may be carried out in residence at the Fellow's home institution or at another appropriate site. Unlike a typical postdoctoral fellowship in the humanities, where teaching is usually part of a fellow's responsibilities, the Mellon/ACLS awards are designed for research and writing; accordingly, Fellows may not teach during the tenure of the Fellowship.

The Fellowships provide a stipend of \$30,000 to allow the Fellow to devote an academic year to research. The Mellon/ACLS Recent Doctoral Recipients Fellowships may not be held concurrently with any other major fellowship or grant.

Awardees may take up the Fellowship during the two years following the date of the award. Those awardees with faculty positions may use their Fellowship to take research leave; those without a full-time position may choose to affiliate with a humanities research center or conduct research independently (2).

### **Eligibility**

- Applicants for this program must be scholars who (for 2008-2009) have been:
  1. awarded Mellon/ACLS Dissertation Completion Fellowships, or
  2. designated Alternates in the Mellon/ACLS Dissertation Completion Fellowship program, or
  3. awarded dissertation completion fellowships in another competitive program of national stature (3).
- Applicants must be in the final year of dissertation completion at the time of application. Those who have completed the dissertation are not eligible.
- Applicants for this program must be Ph.D. candidates in a humanities or social science department in the United States. Applicants from other departments may be eligible if their project is in the humanities or related social sciences, and their principal dissertation advisor holds an appointment in a humanities or related social science field. (Students completing master's degrees are not eligible, even if they are the terminal degree in the field.)
- All requirements for the Ph.D., including the dissertation, must be completed according to the time table set out in the applicant's proposal.
- Awardees may hold this Fellowship only after completing their doctoral degree.

African Research Center (Dakar Fann, Senegal), the American Institute for Sri Lankan Studies (Colombo, Sri Lanka), the American Research Institute in Turkey (Ankara and Istanbul, Turkey), and the American Institute for Yemeni Studies (Sana'a, Yemen).

Scholars may hold Recent Doctoral Recipient Fellowships at any these institutions: the aim is to associate scholars with the institution best suited to advance the project. In the application form, therefore, applicants will be asked to specify the center or research library where they hope to go into residence and give reasons why. [Back to text.](#)

3. Examples include the Whiting, AAUW, and Newcombe Fellowships. [Back to text.](#)



\* Application Instructions for 2009 to post in Sept. 2008

## Mellon Fellowships for Dissertation Research in the Humanities in Original Sources

The Council on Library and Information Resources (CLIR) is pleased to offer fellowships funded by The Andrew W. Mellon Foundation for dissertation research in the humanities in original sources. The purposes of this fellowship program are to:

- help junior scholars in the humanities and related social-science fields gain skill and creativity in developing knowledge from original sources
- enable dissertation writers to do research wherever relevant sources may be, rather than just where financial support is available
- encourage more extensive and innovative uses of original sources in libraries, archives, museums, historical societies, and related repositories in the U.S. and abroad, and
- provide insight from the viewpoint of doctoral candidates into how scholarly resources can be developed for access most helpfully in the future.

### The Fellowships

The program offers about ten competitively awarded fellowships for 2008. Each provides a stipend of \$1,600 per month for 9–12 months. Each fellow will receive an additional \$800 upon participating in a symposium on research in original sources and submitting an acceptable report to CLIR on the research experience. Thus the maximum award will be \$20,000.

Fellowship stipends will support research *beginning* between June 1 and September 1, 2008, and ending within 12 months of commencing. Fellowships will not be renewed or extended. Fellows are expected to devote full time to their dissertation research without holding teaching or research assistantships or undertaking other paid work. Applicants may apply simultaneously for other fellowships, including Mellon awards, but fellows may not hold other fellowships simultaneously with CLIR's. Fellows may use stipends to meet living expenses, travel costs, and other expenses that enable dissertation research to be carried out, but not to defray tuition.

### Eligibility Requirements

To be eligible, an applicant will—

- be enrolled in a doctoral program in a graduate school in the United States (master's thesis research is not eligible)
- complete all doctoral requirements except the dissertation and be ready to start research for it as early as June 1 and no later than September 1, 2007, with approval of the dissertation proposal six months before the starting date
- plan to do dissertation research primarily in original source material in the holdings of archives, libraries, historical societies, museums, related repositories, or a combination
- write the dissertation and receive the Ph.D. degree in a field of the humanities or in a related element of the social sciences (candidates for the Ed.D, J.D., or D.D. degrees are not eligible).

### For More Information...

The application period for 2008-2009 fellowships will open in mid-September, 2007.

Detailed information may be found on CLIR's website at

<http://www.clir.org/fellowships/mellon/mellon.html>.

## International Dissertation Research Fellowships

The International Dissertation Research Fellowship (IDRF) program supports distinguished graduate students in the humanities and social sciences conducting dissertation research outside the United States. Seventy-five fellowships will be awarded in 2009 with funds provided by the Andrew W. Mellon Foundation.

The IDRF program is committed to empirical and site-specific research that advances knowledge about non-U.S. cultures and societies (involving fieldwork, research in archival or manuscript collections, or quantitative data collection). The program promotes research that is situated in a specific discipline and geographical region and is engaged with interdisciplinary and cross-regional perspectives.

Fellowships will provide support for nine to twelve months of dissertation research. Individual awards will be approximately \$20,000. No awards will be made for proposals requiring less than nine months of on-site research. The 2009 IDRF fellowship must be held for a single continuous period within the eighteen months between July 2009 and December 2010.

The program is administered by the Social Science Research Council in partnership with the American Council of Learned Societies.

### Eligibility

The program is open to full-time graduate students in the humanities and social sciences – regardless of citizenship -- enrolled in doctoral programs in the United States. Applicants must complete all Ph.D. requirements except on-site research by the time the fellowship begins or by December 2009, whichever comes first.

The program invites proposals for empirical and site-specific dissertation research outside the United States. It will consider applications for dissertation research grounded in a single site, informed by broader cross-regional and interdisciplinary perspectives, as well as applications for multi-sited, comparative, and transregional research. Proposals that identify the US as a case for comparative inquiry are welcome; however, proposals which focus predominantly or exclusively on the United States are not eligible. Proposals may cover all periods in history, but must address topics that have relevance to contemporary issues and debates.

Students enrolled in Ph.D. programs in public policy, public health, and education, may be eligible to apply if their research projects engage directly with broader theoretical and analytical issues in the humanities and social sciences. The program does not accept applications from Ph.D. programs in law, business, medicine, nursing or journalism. Students who have already received nine months or more of support for dissertation research in one country are not eligible to apply to the IDRF to extend the research time in the same country. The IDRF program will not support study at foreign universities, conference participation, short research trips abroad or projects relying primarily on labwork.

For more detailed information on application procedures and eligibility requirements, visit <http://programs.ssrc.org/idrf> or contact program staff at [idrf@ssrc.org](mailto:idrf@ssrc.org).

Berkeley-Rockefeller African Development Dissertation Workshop Program presents

# Dissertation Proposal Workshop

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## Welcome

Writing research and grant proposals is one of the most difficult -- and unavoidable -- requirements of graduate study in the social sciences. When it comes time to write them, however, many graduate students feel left to their own devices. This website is designed to help you navigate the hazards this process entails.

This site comprises a collection of tips, samples, and links. It is not meant as a class, nor a substitute for feedback from colleagues and advisors. It is merely an amiable guide meant to help you through an important phase in your academic career. Although biased in favor of "area studies" specialists and those planning to spend extended periods overseas, the content of this workshop is intended to be useful for all students hoping to conduct empirical social-scientific fieldwork.

Using this Site: [Conceptualizing, Writing, and Revising a Social Science Research Proposal](#)

See also the [background information](#) on this site, and the [site map](#).

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Site Manager: Letitia Carper; email [site\\_mgr@globetrotter.berkeley.edu](mailto:site_mgr@globetrotter.berkeley.edu).

## **ILA 782: Proposal Writing and Research Design in the Humanities Fall 2008**

**Cross-Listings:** Anthropology 585, History 585, Spanish and Portuguese 597

**Instructors:** Dr. Ivan Karp, National Endowment for the Humanities Professor and Dr. Corinne A. Kratz, Professor of Anthropology and African Studies

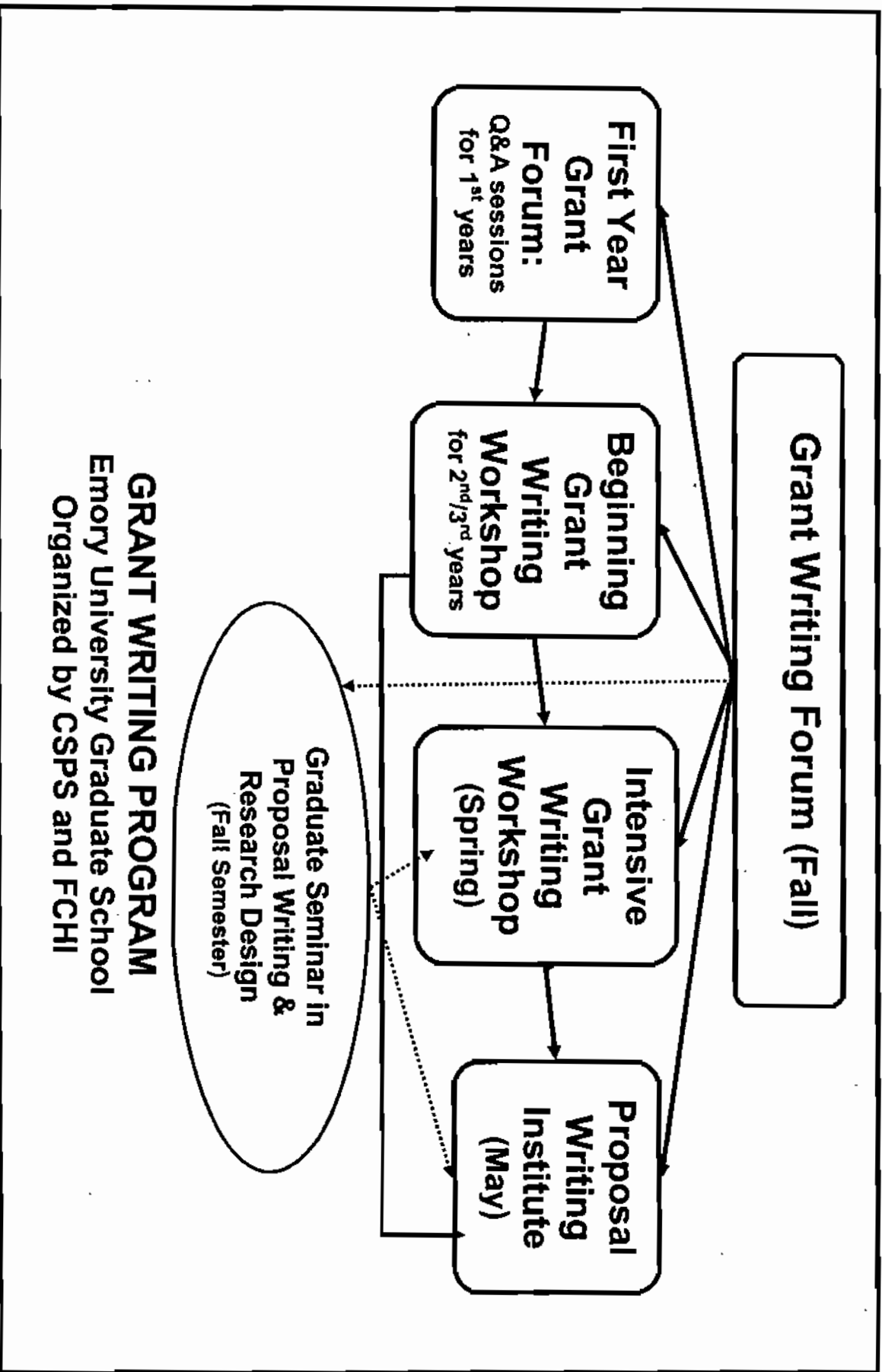
**Meeting day and time:** Wednesdays, 1:00 pm – 4:00 pm  
Place: Callaway S423.

**Maximum Enrollment:** 15 students

**Content:** This course has two goals: 1) to help students formulate clear, focused dissertation research projects with appropriate humanistic research methodologies and 2) to train students in the preparation and presentation of their research projects in formats such as outside funding applications and dissertation proposals. Students will be involved in analyzing research methods and critiquing draft proposals for grants.

**Texts:** Briggs, Learning How to Ask  
Booth, Williams & Colomb The Craft of Research  
Labor, Guerin et al. A Handbook of Critical Approaches to Literature  
Maxwell Qualitative Research Design: An Interactive Approach

**Particulars:** Although practical logistical considerations have limited the number of departments that can be cross-listed for this course, the seminar is open to students in all humanities departments, and to students in any department whose research focuses on humanistic issues. It is best taken in the second or third year of coursework, when students are beginning to formulate dissertation research projects and to draft grant proposals.



**GRANT WRITING PROGRAM**  
Emory University Graduate School  
Organized by CSPA and FCHI