



## **THE TRAINING TO ENGAGED RESEARCH GROUP**

**IN PARTNERSHIP WITH**

## **THE ARAB COUNCIL FOR THE SOCIAL SCIENCES**

Training to Transformative Gender Research

February 23 – 25, 2018

Amman Rotana Hotel

Amman, Jordan

Funded by a generous grant from the Foundation to Promote Open Society





## ABOUT

### **About the Training to Transformative Gender Research Program**

The Training to Transformative Gender Research Program has created a mentoring relationship between distinguished professors and researchers and junior faculty and Ph.D. students in universities in the Arab region in order that their research might be a catalyst for transformative developments in their communities.

Participants attend a series of four seminars over the course of two years. During this time, with the guidance of their mentors, they gather and analyze their data, hone their writing and research, and produce a finished piece for publication. The final seminar, the culmination of participants' efforts, will be a conference at which participants may present their completed research to the public in Amman, Jordan.

### **About Dr. Suad Joseph**

Dr. Suad Joseph is the founder and lead trainer of the Training to Engaged Research Group and is Distinguished Professor of Anthropology and Gender, Sexuality, & Women's Studies, and Faculty Advisor to the Chancellor at the University of California Davis (USA). She is General Editor of the Encyclopedia of Women and Islamic Cultures (Brill, 2003-2007) and EWIC Online (2009 – present) and has edited/co-edited 8 books, and authored more than 100 articles. She has founded or co-founded a number of scholarly organizations and groups, and currently leads a Consortium of 5 universities in Egypt, Lebanon, and Palestine, with UC Davis. She is the founding Director of the Middle East/South Asia Studies Program at University of California, Davis, and has been recognized with numerous awards for her teaching and service activities at that university. Dr. Joseph has received grants from a number of international organizations, including the Ford Foundation, the Henry Luce Foundation, the International Development Research Center, the National Science Foundation, the Open Society Institute among others. She completed her PhD in Anthropology from Columbia University (USA) and has taught proposal writing and research design for over 30 years. For more information about Dr. Joseph, please visit <http://sjoseph.ucdavis.edu>.

### **About the Arab Council for the Social Sciences**

The Arab Council for the Social Sciences (ACSS) is a regional, independent, non-profit organization dedicated to strengthening social science research and knowledge production in the Arab world. By supporting researchers and academic/research institutions, the ACSS aims to contribute to the creation, dissemination, validation and utilization of social science research and to enrich public debate about the challenges facing Arab societies. The ACSS also aims to enhance the role of social science in Arab public life and inform public policy in the region. For more information, please visit <http://www.theacss.org>.



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## PROGRAM & AGENDA

Lead Trainer:	Dr. Suad Joseph, University of California, Davis
Trainers:	Dr. Zeina Zaatari, Political Research Associates Dr. Lena Meari, Birzeit University Dr. Nadine Naber, University of Illinois, Chicago
Program Partner:	Dr. Issam Khoury, Arab Council for the Social Sciences

### Overview

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In advance of the seminar, participants will be asked to read key documents on Dr. Suad Joseph's website on proposal writing (<http://sjoseph.ucdavis.edu>). The key documents are available in Arabic and English. The workshop includes intensive lectures which presents all the components of a research proposal in condensed form on the first day of the seminar. The second and third days will have lectures on doing research on gender violence in the Arab region by the trainers (Drs. Zeina Zaatari, Lena Meari, and Nadine Naber). Participants will work in "writing groups" on assignments. Each writing group will identify a team leader to coordinate their schedules. Each participant is required to make a presentation every day to the writing group and share assignments for feedback. On the last day, each participant is required to make a presentation of their proposal to the whole seminar. The following six months, participants will work with assigned mentors to complete a fundable research proposal on their topic of research related to gender violence in the Arab region. Those who successfully complete their proposals will be funded for a pilot project to carry out the research under the mentorship of one of the trainers. The second seminar will be in the Fall 2018. The third and fourth seminars will be in 2019. In the two years, the researchers will complete a research proposal, data gathering, data analysis, and writing their report/article. Participants must make a 2-year commitment.

### Pre-Workshop

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- I. Participants are to read the following documents BEFORE the workshop
  - A. Components of a Humanities & Social Science Research Proposal
  - B. Ten Tips for Proposal Writing
  - C. The Art of Proposal Writing  
<http://sjoseph.ucdavis.edu/proposalwritingandresearch/manuals-and-guides-1>
- II. All workshop participants should be comfortable in English speaking and writing
- III. Core participants are to bring a one-page abstract to the workshop. (Please email to [sjoseph@ucdavis.edu](mailto:sjoseph@ucdavis.edu) before the workshop)
- IV. The abstract is to answer these questions:
  - A. What is the question you wish to answer?
  - B. What is your tentative answer to the question?
  - C. How have others answered this question?
  - D. Why are those answers inadequate?
  - E. Why is your answer to this question better than other answers?
  - F. What is the value added by answering this question?

## Seminar Agenda

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### Day 1: February 23, 2018

8:30 – 9:00 am	Registration/Morning Coffee (Business & Meeting Rooms level)
9:00 – 9:30 am	Introductions ( <b>Drs. Suad Joseph and Issam Khoury</b> )
9:30 – 9:50 am	The Arab Council for the Social Sciences ( <b>Dr. Issam Khoury</b> )
9:50 – 11:00 am	Components of a Research Proposal Presenter ( <b>Dr. Suad Joseph</b> )
11:00 – 11:30 am	Break
11:30 am – 1:00 pm	Components of a Research Proposal
1:00 – 2:00 pm	Lunch
2:00 – 3:30 pm	Components of a Research Proposal
3:30 – 4:00 pm	Break
4:00 – 6:00 pm	Assignments & Writing Groups
6:00 – 6:30 pm	Break
6:30 – 8:00 pm	Group Dinner

- I. Introduction to the Workshop
- II. Funders: Their objectives & their resources
  - A. Creating relationships with funders
  - B. Types of grants: Individual, collaborative, institutional
  - C. Government and international agencies; Research agencies, institutes and centers; action agencies; private foundations, donors, gifts; information sources
  - D. Target Audiences: Academic, institutional, public officials, students, community
- III. The Effective Research Proposal Basic Components
  - A. What is the question? What are the goals? (What is a researchable question? Statement of the problem, objectives, the abstract, project target audience)
  - B. What is your answer? (Hypothesis)
  - C. How have others addressed the question? (Literature review - bibliography)
  - D. What is missing in how others have answered the question? (Need)
  - E. Why is your answer the best answer? (Theory)
  - F. Why should we answer this question? (Significance)
- IV. Is the project feasible? How will you answer the question? (Design & methods).
- V. What have you already done towards this project (Project feasibility, preliminary research results, formal research permits/approvals, human subjects protocols, access, contacts, skills – Track Record A / Track Record B).
- VI. How much will it cost? How long will it take? (Budget & timetable)
- VII. Other Components (facilities, infrastructural support, institutional commitment, statistics, intellectual property)
- VIII. Why proposals fail (How to increase your chances on first submission, how to do a second submission. review process, getting feedback)

## Day 2: February 24, 2018

8:30 – 9:00 am	<b>Coffee/Tea</b>
9:00 – 9:30 am	Review of Assignments: <b>Dr. Suad Joseph</b>
9:30 – 10:30 am	<u>How Not to Study Gender Violence</u> Presenter: <b>Dr. Lena Meari</b> Reading: Meari, L. (2015). Re-signifying 'sexual' colonial power techniques: The experiences of Palestinian women political prisoners. In M. El Said, L. Meari, and N. Pratt (Eds). <i>Rethinking Gender in Revolutions and Resistance: Lessons from the Arab World</i> (pp. 59-85). London, UK: Zed Books.
10:30 – 11:00 am	<b>Break</b>
11:00 am – 12:00 pm	<u>Sexual Harassment</u> Presenter: <b>Dr. Zeina Zaatari</b> Readings: Rousdhy, N. Sexual harassment: Egypt. <i>EWIC</i> , 2016. Kandiyoti, D. (January 2013). <a href="#">Fear and fury: Women and post-revolutionary violence</a> , <i>Open Democracy</i> . Zaki, H. A. (2016). <a href="#">Tunisia uncovered a history of state sexual violence, can it do anything?</a> <i>Washington Post</i> , 11 April 2016
12:00 – 1:00 pm	<b>Lunch</b>
1:00 – 2:00 pm	<u>Sexual Colonial Violence and Resistance</u> Presenter: <b>Dr. Lena Meari</b> Reading: ظاهر-ناشف، سهاد ونادرة شلهوب-كيفوركيان. (2015). <a href="#">الرغبات الجنسية في آلة الاستعمار الإسرائيلية الاستيطانية</a> . مجلة الدراسات الفلسطينية (104) خريف 2015، 147-131. [Thaher-Nashef, S., and Shalhoub-Kevorkian, N. (2015). Sexual desire in the Israeli colonial machine, pp.131-147. <i>Journal of Palestine Studies</i> (104), fall 2015.]
2:00 – 3:00 pm	<u>Intimate Violence</u> Presenter: <b>Dr. Zeina Zaatari</b> Readings: نظرة للدراسات النسوية. (2016). <a href="#">العنف ضد النساء والفتيات في منطقة الشرق الأوسط وشمال أفريقيا</a> . [Nazra for Feminist Studies. (2016). Sexual violence against women and girls in the Middle East and North Africa.] Nixon, J. and Humphreys, C. (2010). Marshalling the evidence: Using intersectionality in the domestic violence frame. <i>Social Politics: International Studies in State, Gender &amp; Society</i> , 17(2), 137-158.
3:00 – 3:30 pm	<b>Break</b>
3:30 – 4:00 pm	Discussion of Assignments: <b>Dr. Suad Joseph</b>
4:00 – 5:00 pm	<u>State Violence &amp; Gender Violence: Transnational Feminist Perspectives</u> Presenter: <b>Dr. Nadine Naber (or roundtable)</b> Reading: Smith, A., Richie, B. et al. (2016). <i>Color of Violence: The INCITE! Anthology</i> . Selections. Durham, NC: Duke University Press.
5:00 – 6:00 pm	<b>Break</b>
6:00 – 8:00 pm	Group Dinner

## Day 3: February 25, 2018

8:30 – 9:00 am	Coffee/Tea
9:00 – 10:30 am	Participant Presentations
10:30 – 11:00 am	Break
11:00 am – 1:00 pm	Participant Presentations
1:00 – 2:00 pm	Lunch
2:00 – 5:00 pm	Participant Presentations
5:00 – 6:00 pm	Planning for the year



## TRAINERS



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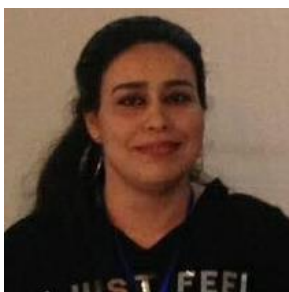
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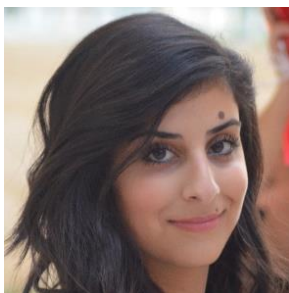
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# Proposal Writing Workshops

**Suad Joseph**

**University of California, Davis**

## **COMPONENTS OF A HUMANITIES/SOCIAL SCIENCES RESEARCH PROPOSAL**

The basic components of research proposals are the same in humanities and social sciences. How they are phrased and staged varies by discipline and by funding agency. The questions posed below are required by most agencies in some form. If you answer the “maximal” components below, you should be able to write proposals for most funding agencies. The components may seem more “social science” than “humanities”, but in fact, humanities funders ask the same questions, sometimes using different language. Decode the language for your discipline. Keep in mind, many agencies are interdisciplinary in their funding and have interdisciplinary review panels. Follow the guidelines of your funding agency, answer the questions the funder poses, and use the funder’s language for the components described below.

### **I. Statement of the Problem (the questions you are trying to answer)**

First paragraph or first page gives a brief summary of the whole project including:

#### **A. Statement of Problem / Statement of Question / Statement of Project Objective**

##### **1. State objectives / what you intend to do / the questions you will answer**

Every project seeks an answer to a question. The clearer the question, the more convincing the project

##### **a. Analytical, problem solving, hypothesis testing**

Ex: Test the hypothesis that the higher the level of education, the more positive are attitudes towards women’s rights among men between 20-50 in Cairo, Egypt

Ex: Explain why the French Revolution limited democratization in municipal institutions (Ted Margadant\* UCD History, by permission)

b. Descriptive

Ex: Identify the differences in representations of father/son and mother/son relations and in Naguib Mahfouz's Palace Walk

Ex: Compare the materialist orientations towards geography in the Roman Empire to the symbolic/metaphorical orientation towards geography by early Christian writers (Brenda Schildgen\* UCD Comp. Lit. by permission)

2. Objectives should be:

a. specific, concrete [you & others can attain them and agree they have been attained]

b. researchable [Question can be answered in reasonable time with reasonable funds]

c. measurable [Specify the criteria by which you will know you have found what you are looking for. Humanities note: criteria may but need not numerical.]

3. Statement of objectives should be:

a. declarative ( I will measure levels of education and attitudes towards women's rights among men... / I will identify the continuities and discontinuities in their representation of father/son and mother/son relations in Mahfouz's Palace Walk.

Not: If I get funds, I will...)

b. prioritized – listed in order of priority. If you have more than one objective, question to answer, the priority will determine the rest of the proposal. The review of literature, theoretical framework, hypothesis, methodology, reflect the same ordering

B. What you expect to find / answer to the question / results to be reached / hypothesis

1. Builds on respected theory / research

2. Offers plausible alternative to respected theory / research

### 3. Your point of departure needs to be utterly clear

Ex: your point of departure is: the impact of level of education on...

Ex: your point of departure is: what explains attitudes towards women's rights...

Ex: your point of departure is: describing how father/son vs. mother/son relations are represented.

Ex: your point of departure is: explaining why there are differences in representation of father/son vs. mother/son relations in Egyptian literary culture.

Ex: your point of departure is: explaining Mahfouz's relationship to his father vs. his mother (as a semi-autobiographical text).

Ex: your point of departure is: describing the gendering of representational forms.

Ex: your point of departure is: demonstrate that Christian geography was not anti-scientific

Ex: your point of departure is: shattering the illusion that geography is static & fixed

Ex: your point of departure is: analyzing social order through analysis of institutions and practices of criminal justice

Ex: your point of departure is: documenting the limits of revolutionary change

### C. Other answers, Need, Theory, Significance, Site

Summary of state of the art, why research is needed, why your answer is better, why research is important, where it will be conducted

### D. Summary of Proposal

One paragraph summary of question, answer, relevant literature, the need for this research; your theoretical framework, hypotheses; locale, population to be studied, research site; significance of the research.

## **II. Review of the Literature (how the questions have been answered before)**

- A. Summarize only the relevant research, key paradigms, models, theories, approaches
- B. Identify the limitations of past research on the question
- C. Specify the positive contributions of previous research on which you will build
- D. Review should be synthesizing; show the themes in the literature; do not summarize at length any one piece unless it is the dominant paradigm; demonstrate control of scholarship; do not quote; be highly selective in references cited

### **III. Statement of Need (why answering these questions is important)**

- A. Build on limitations cited in literature review; indicate that your research will overcome those limitations.

Ex: There are contradictory explanations of "X" which you will resolve.

Ex: The methodologies for resolving "X" are inadequate; your research will produce a superior methodology

Ex: No research has been conducted on "X"— your research fills a significant gap in scientific knowledge.

Ex: No research has tested this explanation of "X". You will provide the test.

Ex: No research has observed these patterns, these representations, these relationships. You will describe, explore, analyze newly observed patterns, representations, relationships.

Ex: The previous research is excellent, foundational, you will refine, advance

### **IV. Statement of Significance of this Research (why the answers to the questions are important and therefore why proposal should be funded)**

- A. Demonstrate how this research goes beyond limitations of existing works
- B. Should be a synthesis of problem statement and review of literature
- C. Show significance of each item listed in objective and in that order

D. Significance can be advancing theory, offering application to critical social problems, filling a critical void in a field of knowledge, opening new ways of thinking about an area of investigation.

**V. Theoretical Framework (why you answer the questions that way; justify your answer)**

A. Clearly outline the theory, model, perspective, or conceptual framework from which you will generate the answer to the question (hypothesis for social scientists).

1. This should be written as your position.
2. Identify where you build on others and where you differ.
3. Define all terms necessary to the theoretical framework and the answer to the question (hypotheses). Definitions should allow you to operationalize the terms. This means that you establish the criteria (measurement) by which you know that you have found what you are looking for so that the research findings can be clearly recognized, identified, and evaluated to produce the answer. Measurement means you have clear criteria for knowing you have found what you think you have found.

B. Statement of Hypotheses (projected answers to the questions).

1. Hypothesis is a statement of a relationship between at least two variables. Variables are the different agents which are answered or help answer your question. The hypothesis indicates a process, change.

Ex: If "z" happens to 'Y' then "w" happens to "y"

Ex: As level of education increases among men between 25-50 in Cairo, a positive attitude towards women's rights increases.

2. Variables must be identifiable, operationalizable.
3. Change must be identifiable, measurable.
4. Hypothesis should be ordered in same sequence as objectives.

C. Optional: Statement of Alternative Hypotheses (the competing answers)

1. Research (science) never conclusively answers question; it only increases the probability of one answer by eliminating competing explanations.
2. Thus a hypothesis must be falsifiable.



3. State dominant alternative hypotheses concerning the relationship between the variables you are investigating (how others have answered the questions).

4. Order these in same sequence as objectives and hypotheses.

## **VI. Method/Design (how you will achieve objectives, answer the questions)**

### A. Specify research site.

1. Justify choice. Show how the “where/what” fits problem situation, maximizes possibility of controlling research information, allows you to answer the questions.

2. Show how all objectives of research can be met in the “where/what”, in order of priority of objectives.

3. Review literature on that where/what – population, site, archives, texts...

4. Enumerate skills you have, information, contacts, experience in relationship to population/site that makes this a good choice.

a. Ex: language skill

b. Ex: have contacts with local government or university which you will gain your entry into the research site

c. Ex: have done research there before

### B. Specify kinds of data / research information needed

1. Data should constitute information that will allow you to answer the questions.

2. Show that data / research information will answer all questions listed in problem

### C. Methods

1. Techniques, instruments, data-gathering methods.

2. Ex: surveys, questionnaires, participant observation, content analysis, close reading, archival searches (discipline specific)

3. Explain how these techniques will produce information to answer questions

4. Indicate how techniques are related to questions and expected answers
5. Order in same sequence as objectives

D. Validity

1. Internal

- a. Tests measure what they say they will measure
- b. Ex: use pre-tests, post-tests, control groups, work of other researchers

2. External

- a. Procedures can be repeated by your or others and produce the same results
- b. Generalizable – can be applied to others situations with same conditions

E. Analysis of Data (using the research information to answer the questions)

1. Procedures that will be used to transform raw data into answers to the question.
2. Methods of reading / interpreting research information
3. Be specific. Show that procedures will produce answers to full lists of questions, objectives, hypotheses, from the raw data

**VII. Time Table (how long it will take to achieve the objectives, answer the questions)**

A. Anticipated schedule by days, weeks, months.

1. Include pre-research preparations if you want to be paid for it.
  - a. Ex: Language training
  - b. Ex: Archival work
2. Include consultation time.
3. Include time for data analysis.

B. Should parallel list of objectives and cover all objectives.

C. Be reasonable and precise.

### **VIII. Budget (how much it will cost to answer the questions)**

A. List all personnel salaries, including yourself.

B. Include: equipment, computers, photo/video equipment, supplies, travel, training time, insurance, visas, per diem for special trips, medical supplies, fees to informants, gifts to informants or other research related personnel, car or other local transportation, permits and costs of gaining access to research facilities, research assistants/consultants, photocopying, later reproduction or dissemination costs, translation into local language, permits to use archives, purchase texts, indirect costs to university (varies by agency)

C. Consider inflation.

D. Justify budget in relation to method/design.

### **XI. Abstract**

A. Brief statement of research question, objectives, answer, significance.

B. Short, powerful, attention-getting.

C. Usually repeats the first paragraph of Problem Statement

### **X. Vitae**

A. Short, focus on the background and skills that qualify you to do this research.

B. Vitae of other personnel on the project.

### **XI. Bibliography**

A. List only references cited.

B. Keep short, but complete. Include literature that one must know to do this project



## ورش عمل كتابة خطة البحث

سعاد جوزيف

جامعة كاليفورنيا – دافيس

إن العناصر الأساسية المكونة لخطة البحث متشابهة في كل من العلوم الإنسانية والاجتماعية. لكن تختلف صياغة تلك الخطط وترتيب مراحلها تبعاً للتخصص ومؤسسات التمويل. فالأسئلة المطروحة أدناه مطلوبة من قِبل معظم المؤسسات. وإذا أستطعت الإيفاء بالحد الأقصى لعناصر خطط البحث أدناه، فستكون قادراً على كتابة خطط لمعظم مؤسسات التمويل. وقد تبدو معظم هذه العناصر تابعة للعلوم الاجتماعية عنها للعلوم الإنسانية، ولكن في الواقع، ممولي البحوث في مجال العلوم الإنسانية يطرحون الأسئلة ذاتها، أحياناً باستخدام لغة مختلفة. لذلك عليك فك رموز لغة تخصصك. واضعاً في اعتبارك، أن العديد من المؤسسات متداخلة التخصصات خاصةً عند التمويل ولديها هيئات متداخلة التخصصات لاستعراض خطط البحث. لهذا عليك إتباع الخطوط العريضة لمؤسستك التمويلية، والإجابة على الأسئلة التي يطرحونها عليك، وأخيراً، استخدام لغة الممول للوصول لعناصر خطط البحث أدناه.

### I. بيان أو عرض المشكلة (الأسئلة التي تحاول الإجابة عليها)

الفقرة الأولى أو الصفحة الأولى تتضمن ملخص مختصر للدراسة أو البحث متضمناً ذلك:

أ. عرض المشكلة/ طرح السؤال/ ذكر أهداف مشروع البحث.

1- أذكر الأهداف/ ما تنتوي فعله/ الأسئلة التي ستجيب عليها.

تهدف خطة البحث إلى الإجابة على سؤال. وكلما كان هذا السؤال واضحاً، كلما كان البحث أكثر مصداقية.

أ. تحليلي، أو حل مشكلة، أو اختبار فرضية.

مثال: اختبار فرضية: كلما ارتفع المستوى التعليمي للرجال في الفئة العمرية ما بين 20-50 بمدينة القاهرة، كلما كان توجههم إيجابياً نحو حقوق المرأة في مصر.

مثال: اشرح الأسباب التي جعلت الثورة الفرنسية تحد من إرساء نظم الديمقراطية في مؤسسات البلدية.

(تيد مارجانت، قسم التاريخ بجامعة كاليفورنيا بدافيس)

ب. وصفي.

مثال: حدد الاختلافات الممثلة للعلاقة بين الأب والأبن والعلاقة بين الأم والأبن في رواية نجيب محفوظ "بين القصرين".

مثال: قارن بين التوجه المادي الملموس نحو الجغرافيا في الإمبراطورية الرومانية وبين التوجه الرمزي/ المجازي تجاه

الجغرافيا عند الكتّاب المسيحيين الأوائل.

(برندا شيلدين، قسم الأدب المقارن بجامعة كاليفورنيا بدافيس).

## 2- الأهداف لا بد أن تكون:

- أ. محددة وواقعية (يمكنك أنت والأخرين الوصول إليها، والإتفاق فيما بينكم علي أنها قد تحققت).
- ب. قابلة للبحث (الأسئلة يمكن الإجابة عليها خلال وقت مقبول وقدرة على التمويل).
- ج. قابلة للقياس (أذكر المعايير التي من خلالها ستعرف أنك عثرت على ما تبحث عنه).

## 3- عرض أهداف خطة البحث يجب أن يكون:

- أ. تفسيري (سوف أقيس مستويات التعليم والاتجاهات نحو حقوق المرأة بين الرجال.... / سأحدد استمرارية وعدم استمرارية العينة الممثلة للعلاقة بين الأب والأبن والعلاقة بين الأم والأبن في رواية نجيب محفوظ "بين القصرين".  
لا تقل: إذا حصلت علي التمويل المادي، سوف .....
- ب. رتب أهدافك حسب أهميتها، إذا كان لديك أكثر من هدف أو سؤال يحتاج إلي إجابة، فترتيب أولوياتك سيحدد شكل خطة البحث، وسينعكس ذلك أيضاً علي الدراسات السابقة في البحث أو الرسالة والإطار النظري والفرضية والمنهجية العلمية المطبقة.

## ب. ما الذي تتوقع أن تجده/ إجابة علي سؤالك/ النتائج التي توصلت إليها/ الفرضية.

- 1- إبدأ في بناء بحثك مستخدماً نظريات وأبحاث معروفة وموثوقة.
- 2- قدم بدائل مقبولة للنظريات والأبحاث الموثوقة.
- 3- نقطة بدايتك تحتاج أن تكون واضحة ومحددة.  
مثال: نقطة بدايتك: تأثير مستوي التعليم علي ....  
مثال: نقطة بدايتك: مايفسر الإتجاهات نحو حقوق المرأة...  
مثال: نقطة بدايتك: وصف الطريقة التي تُمثّل بها العلاقة بين الأب والأبن في مقابل العلاقة بين الأم والأبن.  
مثال: نقطة بدايتك: تفسير وشرح الاختلافات في الكيفية التي تُمثّل بها العلاقة بين الأب والأبن في مقابل العلاقة بين الأم والأبن في الأدب المصري.  
مثال: نقطة بدايتك: شرح علاقة نجيب محفوظ بوالده في مقابل علاقته بوالدته ( كدراسة ذاتية).  
مثال: نقطة بدايتك: توصيف أشكال العلاقات الممثلة حسب النوع الاجتماعي.  
مثال: نقطة بدايتك: إيضاح أن الجغرافيا المسيحية لم تكن ضد العلم.  
مثال: نقطة بدايتك: دحض المزاعم أن الجغرافيا ثابتة وغير متغيرة.  
مثال: نقطة بدايتك: تحليل النظام الاجتماعي من خلال توصيف المؤسسات وممارسات العدالة الاجتماعية.  
مثال: نقطة بدايتك: توثيق حدود التغيير الثوري.

## ج. نظريات، مواقع، دلالات، إجابات أخرى

ملخص لتطورات البحث وأهميته، لما تظن أن أجابتك هي الأفضل، أين سينفذ البحث.

#### د. ملخص للعرض التمهيدي للبحث

فقرة واحدة تتضمن ملخص لكل من أسئلة البحث، الإجابة، الدراسات السابقة وثيقة الصلة بالبحث أو الرسالة، الحاجة لهذا البحث، الإطار النظري الذي ستسير عليه، الفرضيات، مجتمع البحث، موقع البحث وأهميته.

#### II .مراجعة الدراسات السابقة وثيقة الصلة بالبحث أو الرسالة (كيف تم الإجابة علي الأسئلة)

- أ. لخص الدراسات أو الأبحاث السابقة ذات الصلة، النظريات، النموذج الرئيسي، طرق معالجة الموضوع.
- ب. بيّن حدود الأبحاث السابقة لنفس السؤال.
- ج. أذكر الإسهامات الإيجابية للدراسات السابقة والتي ستبني عليها بحثك.
- د. يجب أن تكون المراجعة موثقة، ومن ثمّ عليك توضيح أفكار الدراسات أو الأبحاث السابقة، وعدم تلخيص أي قطعة بشكل مسهب ما لم تكن هي النموذج الرئيسي، إظهار تمكن تام في معرفتك بالموضوع . لا تقتبس، وأختر مراجعك بعناية.

#### III عرض بالاحتياجات (لما تعتبر إجابة هذه الأسئلة هام جداً)

- أ. ابني بحثك علي ما استنتجته من حدود الأبحاث السابقة، موضحاً أن بحثك سيتغلب علي تلك الحدود.
- مثال: هناك العديد من التفسيرات المتباينة لـ "X" والتي سأحاول تحليلها في بحثي.
- مثال: مناهج البحث لتحليل الـ "X" غير ملائمة، وسوف ينتهج البحث منهج بحثي حديث.
- مثال: لم تجر أية أبحاث علي "X"، وبحثي سيملاً فجوة كبيرة في المعرفة العلمية.
- مثال: لم يختبر أي بحث هذا التفسير لـ "X". وسوف يقدم بحثي هذا الاختبار.
- مثال: لم يلاحظ أي بحث سابق هذه الأنماط/هذه التمثيلات/هذه العلاقات. وسوف أصف/ أكتشف/ أحلل هذه الأنماط/ التمثيلات/ العلاقات الحديثة.
- مثال: الأبحاث السابقة ممتازة، أساسية، سوف يصفها بحثي ويتقدم بها.

#### IV. عرض لأهمية هذا البحث (لماذا تعد الإجابة على هذه الأسئلة مهمة وبالتالي لماذا ينبغي أن يمول البحث)

- أ. وضح كيف أن هذا البحث يتجاوز حدود الأبحاث القائمة.
- ب. ينبغي أن يكون هذا العرض لأهمية البحث جميعاً لعرض المشكلة، وكذلك استعراض للدراسات السابقة.
- ج. إظهار أهمية كل بند من البنود الواردة بهذا العرض بموضوعية وترتيبها وفقاً لأهميتها.
- د. تكمن أهمية البحث في تعزيز نظرية، أو عرض حل لمشاكل اجتماعية، أو ملء الفراغ في حقل معرفي، أو عرض طرق جديدة للتفكير في المجال الذي تبحث فيه الدراسة.

#### V. الإطار النظري (لماذا تجيب علي الأسئلة بتلك الطريقة، برر إجاباتك)

أ. ضع مخطط واضح للنظرية، أو النموذج، أو المنظور، أو الإطار المفاهيمي الذي سيتم بناءاً عليه الإجابة على السؤال (فرضية علماء الاجتماع).

- 1- يجب أن يوضح هذا المخطط موقفكم.
  - 2- حدد النقاط التي ستبني عليها بحثك والنقاط التي تختلف فيها مع البحوث الأخرى.
  - 3- حدد جميع البنود اللازمة للإطار النظري والإجابة على السؤال (فرضيات). يجب أن تسمح لك التعريفات بتفعيل تلك البنود. وهذا يعني أنه عليك وضع معايير (مقاييس) من خلالها تعرف إن قد وجدت ما كنت تبحث عنه بحيث يمكن التعرف على نتائج البحث بوضوح، وتحديدتها، وتقييمها لإيجاد الحل. فهذا المقياس أو المعيار يعني أن لديك معايير واضحة لمعرفة أنك قد وجدت ما كنت تعتقد أنك قد وجدت.
- ب. عرض الفرضيات (الإجابات على الأسئلة المتوقعة).

1. الفرضية هي إقرار بوجود علاقة بين متغيرين. والمتغيرات هي العوامل المختلفة التي تجيب أو تساعد في الإجابة على سؤالك. أما الفرضية تشير إلى عملية أو تغيير ما.  
مثلا : إذا كان "Z" يحدث لـ "Y" إذا "W" تحدث نفس الشيء لـ "Y"  
مثلا : كلما ارتفع مستوى التعليم بين الرجال في الفئة العمرية ما بين 25- 50 بمدينة القاهرة، كلما ازداد الموقف الإيجابي نحو حقوق المرأة.
2. يجب أن تكون المتغيرات محددة، وقابلة للتنفيذ.
3. يجب أن يكون التغيير محدد، وقابل للقياس.
4. وينبغي أن ترتب الفرضية في نفس تسلسل الأهداف.

### ج. اختياري : عرض الفرضيات البديلة (الأجوبة المتنافسة)

1. البحث لا يجيب على السؤال بشكل قاطع أبداً ، بل يزيد من احتمالية إجابة واحدة عن طريق إقصاء التفسيرات المنافسة.
2. وإذا حدث ذلك تكون الفرضية مخطئة.
- 3- عرف الفرضيات البديلة الرئيسية المرتبطة بالعلاقة بين المتغيرات التي تدرسها (كيف أجاب الآخرون على الأسئلة)
- د. رتب هذه الفرضيات البديلة في نفس ترتيب الأهداف والفرضيات الرئيسية.

### VI. المنهج العلمي/التصميم (كيف ستحقق الأهداف، وتجيب على الأسئلة)

#### أ. حدد موقع البحث.

- 1- برر الاختيار. إظهار كيف أن "أين/ ما" تناسب المشكلة، وتزيد إمكانية السيطرة على المعلومات البحثية، وتسمح لك بالإجابة على الأسئلة.
- 2- إظهار كيف يمكن أن تتحقق جميع أهداف البحث في "أين/ ما"، وفي نفس ترتيب أولويات الأهداف.
- 3- مراجعة البحوث والدراسات السابقة على أين/ ما-- السكان، والموقع، والمحفوظات، والنصوص...
- 4- عدد مهاراتك، والمعلومات، والاتصالات ، والخبرة المكونة في دراسة العلاقة بين السكان/الموقع والتي تجعل هذا الخيار جيد.

أ. مثال : المهارة الغوية

- ب. مثال: إجري اتصالاتك مع الحكومة المحلية أو الجامعة التي ستنتفع بدخولك موقع البحث.  
ج. مثال: أجريت بحث سابق هناك من قبل.

#### ب. حدد أنواع البيانات والمعلومات اللازمة للبحث

1. وهنا ينبغي أن تشكل تلك البيانات المعلومات التي تسمح لك بالإجابة على الأسئلة.
2. أن توضّح أن البيانات والمعلومات البحثية سوف تجيب على جميع أسئلة مشكلة البحث.

#### ج. المنهج/ الطريقة العلمية

1. التقنيات والأدوات وأساليب جمع البيانات.  
مثال : الاستبيانات، والملاحظة ، وتحليل المحتوى ، والقراءة المتأنية، وعمليات البحث في الأرشيف (محددة حسب التخصص)
2. أشرح كيف يمكن لهذه التقنيات أن تطرح معلومات تساعدك في الإجابة على الأسئلة.
- 3- بيّن كيف ترتبط تلك التقنيات بالأسئلة والأجوبة المتوقعة.
- 4- رتب تلك الأدوات في تسلسل بنفس تسلسل الأهداف.

#### د. المصادقية

1. داخلية  
أ. الاختبارات تقيس ما يقال أنه سيقاس.  
مثال : استخدم الإختبارات الأولية، والإختبارات البعدية، ومجموعات الضبط، وعمل الباحثين الآخرين.
2. خارجية  
أ. يمكن تكرار الإجراءات من قبلك أو من قبل الآخرين والحصول على نفس النتائج.  
ب. تعميم النتائج- يمكن تطبيقها في مواقف أخرى بنفس الشروط.

#### هـ. تحليل البيانات (باستخدام معلومات البحث للإجابة على الأسئلة)

1. الإجراءات سيتم استخدامها لتحويل البيانات الأولية إلى إجابات على السؤال.
2. طرق القراءة/تفسير المعلومات البحثية.
3. يجب عليك توخي الدقة، أي عليك ايضاح أن الإجراءات باستخدام البيانات الأولية سوف تعطي أجوبة على جميع الأسئلة والأهداف والفرضيات.

#### VII. الجدول الزمني (كم من الوقت ستستغرق لتحقيق الأهداف، والإجابة على الأسئلة)

1. الجدول الزمني المتوقع خلال أيام، أشهر أو أسابيع.  
1. ويشمل الأعمال التحضيرية التي تسبق البحث إذا كنت تريد مقابل مادي لذلك.



- أ. مثال : التدريب اللغوي  
ب. مثال: العمل الأرشيفي.  
2. وقت المستخدم في استطلاع الآراء.  
3. وقت المستخدم في تحليل البيانات.  
ب. عمل قائمة موازية للأهداف لتغطيتها.  
ج. كن مُحدد ودقيق.

### VIII. الميزانية (كم سيكلف الإجابة على الأسئلة)

- أ. ضع قائمة برواتب جميع الموظفين، بما في ذلك راتبك.  
ب. وهذا يشمل : المعدات، وأجهزة الكمبيوتر، ومعدات الفيديو، ومستلزمات الكتابة، وتكاليف السفر، والتدريب، والتأمين، والتأشيرات، والبدل اليومي للرحلات الخاصة، والمستلزمات الطبية، والبدل النقدي للمشاركين في البحث، وهدايا للمشاركين في البحث أو المساهمين في البحوث الأخرى ذات الصلة، والسيارة أو وسائل النقل الأخرى، والتصاريح وتكاليف التصاريح الخاصة بالمؤسسات البحثية، والباحثين المساعدين والمستشارين، والتصوير الضوئي، وتكاليف النشر والترجمة إلى اللغة الأم، والتصاريح باستخدام الأرشيف، وشراء النصوص، والتكاليف غير المباشرة للجامعة (تختلف حسب كل وكالة)  
ج. يجب النظر في التضخم وزيادة الأسعار.  
د. ينبغي ضبط الميزانية فيما يتعلق بالأسلوب/التصميم.

### IX. ملخص البحث أو الدراسة

- أ. وهو عرض موجز لسؤال البحث، والأهداف، والإجابة، وأهمية البحث.  
ب. ينبغي أن يكون قصير، قوي، يجذب الانتباه.  
ج. تكرر في العادة الفقرة الأولى من عرض المشكلة.

### X. السيرة الذاتية

- أ. يجب أن تكون قصيرة مع التركيز على الخلفية والمهارات التي تؤهلك للقيام بهذا البحث.  
ب. يجب إضافة السير الذاتية للعاملين في الدراسة.

### XI. قائمة المراجع

- أ. ضع قائمة بالمراجع المستخدمة في البحث.  
ب. يجب أن تكون قصيرة، ولكن متكاملة. واحرص علي أن تشمل الدراسات أو البحوث السابقة التي يجب أن تعرفها لتقوم بهذا البحث.

# ON THE ART OF WRITING PROPOSALS

Some Candid Suggestions  
for Applicants to  
Social Science Research Council  
Competitions

*Adam Przeworski*  
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# On the Art of Writing Proposals

By Adam Przeworski and Frank Salomon

Writing proposals for research funding is a peculiar facet of North American academic culture, and as with all things cultural, its attributes rise only partly into public consciousness. A proposal's overt function is to persuade a committee of scholars that the project shines with the three kinds of merit all disciplines value, namely, conceptual innovation, methodological rigor, and rich, substantive content. But to make these points stick, a proposal writer needs a feel for the unspoken customs, norms, and needs that govern the selection process itself. These are not really as arcane or ritualistic as one might suspect. For the most part, these customs arise from the committee's efforts to deal in good faith with its own problems: incomprehension among disciplines, work overload, and the problem of equitably judging proposals that reflect unlike social and academic circumstances.

Writing for committee competition is an art quite different from research work itself. After long deliberation, a committee usually has to choose among proposals that all possess the three virtues mentioned above. Other things being equal, the proposal that is awarded funding is the one that gets its merits across more forcefully because it addresses these unspoken needs and norms as well as the overt rules. The purpose of these pages is to give competitors for Council fellowships and funding a more even start by making explicit some of those normally unspoken customs and needs.

## Capture the Reviewer's Attention?

While the form and the organization of a proposal are matters of taste, you should choose your form bearing in mind that every proposal reader constantly scans for clear answers to three questions:

- What are we going to learn as the result of the proposed project that we do not know now?
- Why is it worth knowing?
- How will we know that the conclusions are valid?

Working through a tall stack of proposals on voluntarily-donated time, a committee member rarely has time to comb proposals for hidden answers. So, say what you have to say immediately, crisply, and forcefully. The opening paragraph, or the first page at most, is your chance to grab the reviewer's attention. Use it. This is the moment to overstate, rather than understate, your point or question. You can add the conditions and caveats later.

Questions that are clearly posed are an excellent way to begin a proposal: Are strong party systems conducive to democratic stability? Was the decline of population growth in Brazil the result of government policies? These should not be rhetorical questions; they have effect precisely because the answer is far from obvious. Stating your central point, hypothesis, or interpretation is also a good way to begin: Workers do not organize unions; unions organize workers. The success, and failure, of Corazon Aquino's revolution stems from its middle-class origins. Population growth coupled with loss of arable land poses a threat to North African food security in the next decade.

Obviously some projects are too complex and some conceptualizations too subtle for such telegraphic messages to capture. Sometimes only step-by-step argumentation can define the central problem. But even if you adopt this strategy, do not fail to leave the reviewer with something to remember: some message that will remain after reading many other proposals and discussing them for hours and hours. She's the one who claims that Argentina never had a liberal democratic tradition is how you want to be referred to during the committee's discussion, not Oh yes, she's the one from Chicago.

## Aim for Clarity

Remember that most proposals are reviewed by multidisciplinary committees. A reviewer studying a proposal from another field expects the proposer to meet her halfway. After all, the reader probably accepted the committee appointment because of the excitement of surveying other people's ideas. Her only reward is the chance that proposals will provide a lucidly-guided tour of various disciplines' research frontiers. Don't cheat the reviewer of this by inflicting a tiresome trek through the duller idiosyncrasies of your discipline. Many disciplines have parochial traditions of writing in pretentious jargon. You should avoid jargon as much as you can, and when technical language is really needed, restrict yourself to those new words and technical terms that truly lack equivalents in common language. Also, keep the spotlight on ideas. An archeologist should argue the concepts latent in the ceramic typology more than the typology itself, a historian the tendency latent in the mass of events, and so forth. When additional technical material is needed, or when the argument refers to complex ancillary material, putting it into appendices decongests the main text.

## Establish the Context

Your proposal should tell the committee not only what will be learned as a result of your project, but what will be learned that somebody else does not already know. It is essential that the proposal summarize the current state of knowledge and provide an up-to-date, comprehensive bibliography. Both should be precise and succinct. They need not constitute a review of the literature but a sharply focused view of the specific body or bodies of knowledge to which you will add. Committees often treat bibliographies as a sign of seriousness on the part of the applicant, and some members will put considerable effort into evaluating them. A good bibliography testifies that the author did enough preparatory work to make sure the project will complement and not duplicate other people's efforts. Many proposals fail because the references are incomplete or outdated. Missing even a single reference can be very costly if it shows failure to connect with research directly relevant to one's own. Proposal writers with limited library resources are urged to correspond with

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colleagues and libraries elsewhere in the early stages of research planning. Resource guides such as Dissertation Abstracts International and Social Science Periodical Index are highly recommended. For many disciplines, annual reviews (e.g., Annual Review of Anthropology) offer state-of-the-art discussions and rich bibliographies. Some disciplines have bibliographically-oriented journals, for example Review of Economic Literature and Contemporary Sociology. There are also valuable area studies-oriented guides: Handbook of Latin American Studies, International African Bibliography, etc. Familiarizing yourself with them can save days of research. Powerful bibliographic searches can be run on CD-ROM databases such as the Social Science Citations Index, Social Sciences Index, and Modern Language Association International Index. Also, on-line databases such as CARL and ERIC, available by library or network access, greatly increase your bibliographic reach.

### What's the Payoff?

Disciplinary norms and personal tastes in justifying research activities differ greatly. Some scholars are swayed by the statement that it has not been studied (e.g., an historian may argue that no book has been written about a particular event, and therefore one is needed), while other scholars sometimes reflect that there may be a good reason why not. Nevertheless, the fact that less is known about one's own chosen case, period, or country than about similar ones may work in the proposer's favor. Between two identical projects, save that one concerns Egypt and the other the Sudan, reviewers are likely to prefer the latter. Citing the importance of the events that provide the subject matter is another and perhaps less dubious appeal. Turning points, crucial breakthroughs, central personages, fundamental institutions, and similar appeals to the significance of the object of research are sometimes effective if argued rather than merely asserted. Appealing to current importance may also work: e.g., democratic consolidation in South America, the aging population in industrialized countries, the relative decline of the hegemony of the United States. It's crucial to convince readers that such topics are not merely timely, but that their current urgency provides a window into some more abiding problem. Among many

social scientists, explicit theoretical interest counts heavily as a point of merit. Theoretical exposition need not go back to the axiomatic bases of the discipline, proposal readers will have a reasonable interdisciplinary breadth, but it should situate the local problem in terms of its relevance to live, sometimes controversial, theoretical currents. Help your reader understand where the problem intersects the main theoretical debates in your field and show how this inquiry puts established ideas to the test or offers new ones. Good proposals demonstrate awareness of alternative viewpoints and argue the author's position in such a way as to address the field broadly, rather than developing a single sectarian tendency indifferent to alternatives.

### Use a Fresh Approach

Surprises, puzzles, and apparent contradictions can powerfully persuade the reviewer whose disciplinary superego enforces a commitment to systematic model building or formal theorizing: Given its long-standing democratic traditions, Chile was expected to return to democracy before other countries in the Southern Cone, and yet . . . Is it because these traditions were already extinct by 1973 or because the assumption on which this prediction was based is false? Everyone expected that One Big Union--the slogan of the movement--would strike and win wage increases for workers. Yet statistical evidence shows just the contrary: strong unions do not strike but instead restrain workers' wage demands.

It is often worthwhile to help readers understand how the research task grows from the intellectual history or current intellectual life of the country or region that generated it. Council committees strive to build linkages among an immense diversity of national and international intellectual traditions, and members come from various countries and schools of thought. Many committee members are interested in the interplay of diverse traditions. In fact, the chance to see intellectual history in the making is another reason people accept committee membership. It is a motive to which proposals can legitimately appeal.



It pays to remember that topics of current salience, both theoretical and in the so-called real world, are likely to be a crowded field. The competitors will be more numerous and the competition less interesting than in truly unfamiliar terrain. Unless you have something original to say about them, you may be well advised to avoid topics typically styled of central interest to the discipline. Usually these are topics about which everyone is writing, and the reason is that somebody else has already made the decisive and exciting contribution. By the time you write your proposal, obtain funding, do the research, and write it up, you might wish you were working on something else. So if your instinct leads you to a problem far from the course that the pack is running, follow it, not the pack: nothing is more valuable than a really fresh beginning.

## Describe Your Methodology

Methodological canons are largely discipline-specific and vary widely even within some disciplines. But two things can safely be said about methodological appeal. First, the proposal must specify the research operations you will undertake and the way you will interpret the results of these operations in terms of your central problem. Do not just tell what you mean to achieve, tell how you will spend your time while doing it. Second, a methodology is not just a list of research tasks but an argument as to why these tasks add up to the best attack on the problem. An agenda by itself will normally not suffice because the mere listing of tasks to perform does not prove that they add up to the best feasible approach.

Some popularly-used phrases fall short of identifying recognizable research operations. For example, I will look at the relation between  $x$  and  $y$  is not informative. We know what is meant when an ornithologist proposes to look at a bird, but looking at a relation between variables is something one only does indirectly, by operations like digging through dusty archive boxes, interviewing, observing and taking standardized notes, collecting and testing statistical patterns, etc. How will you tease the relationship of underlying forces from the mass of



experience? The process of gathering data and moving from data to interpretation tends to follow disciplinary customs, more standard in some fields than in others; help readers from other fields recognize what parts of your methodology are standard, which are innovative. Be as specific as you possibly can be about the activities you plan to undertake to collect information, about the techniques you will use to analyze it, and about the tests of validity to which you commit yourself. Most proposals fail because they leave reviewers wondering what the applicant will actually do. Tell them! Specify the archives, the sources, the respondents, and the proposed techniques of analysis.

A research design proposing comparison between cases often has special appeal. In a certain sense all research is comparative because it must use, implicitly or explicitly, some point of reference. Making the comparison explicit raises its value as scientific inquiry. In evaluating a comparative proposal, readers ask whether the cases are chosen in such a way that their similarities and differences illuminate the central question. And is the proposer in a position to execute both legs of the comparison? When both answers are positive, the proposal may fare particularly well.

The proposal should prove that the researcher either possesses, or cooperates with people who possess, mastery of all the technical matters the project entails. For example, if a predominantly literary project includes an inquiry into the influence of the Tupian language on rural Brazilian Portuguese, the proposal will be checked for the author's background in linguistics and/or Indian languages, or the author's arrangements to collaborate with appropriate experts.

## Specify Your Objectives

A well-composed proposal, like a sonata, usually ends by alluding to the original theme. How will research procedures and their products finally connect with the central question? How will you know if your idea was wrong or right? In some disciplines this imperative traditionally means holding to the strict canon of the

falsifiable hypothesis. While respecting this canon, committee members are also open to less formal approaches. What matters is to convince readers that something is genuinely at stake in the inquiry, that it is not tendentiously moving toward a preconceived end, and that this leaven of the unknown will yield interesting, orderly propositions.

Proposals should normally describe the final product of the project: an article, book, chapter, dissertation, etc. If you have specific plans, it often helps to spell them out, because specifying the kind of journal in which you hope to publish, or the kind of people you hope to address, will help readers understand what might otherwise look like merely odd features of the proposal. While planning and drafting your proposal, you should keep in mind the program guidelines and application procedures outlined in the brochure specific to the Council program to which you are applying. If you have specific questions about the program, you may wish to consult with a staff member. Your final proposal should include all requested enclosures and appendices.

## Final Note

To write a good proposal takes a long time. Start early. Begin thinking about your topic well in advance and make it a habit to collect references while you work on other tasks. Write a first draft at least three months in advance, revise it, show it to colleagues. Let it gather a little dust, collect colleagues' comments, revise it again. If you have a chance, share it with a seminar or similar group; the debate should help you anticipate what reviewers will eventually think. Revise the text again for substance. Go over the language, style, and form. Resharpen your opening paragraph or first page so that it drives home exactly what you mean as effectively as possible.

Good luck.



# Proposal Writing Workshops

**Suad Joseph**

**University of California, Davis**

## TEN TIPS AND TEN QUESTIONS FOR PROPOSAL WRITING

1. The question you want to answer is your research problem.
2. The answer to your research question is your hypothesis.
3. The set of logically connected assumptions that are necessary to make your answer to the question plausible is your theory.
4. How the research question has been answered before by others is your literature review. This is also the basis of the alternative hypothesis.
5. What is missing in how others have answered this question is your statement of need.
6. Why it is important to answer this question is your statement of significance.
7. The steps you will take to answer the question is your methodology.
8. How you will know that you have answered the question is your evaluation techniques.
9. How long it will take you to answer the question is your time table.
10. How much it will cost to answer the question is your budget.

### Ten Questions:

1. What = the research problem
2. Answer = hypothesis
3. Why this answer == theory
4. Other answers == literature review
5. Why other answers inadequate == need.
6. Why answer this question == significance
7. How to answer == methods
8. How you know you have answered == evaluation
9. How long to answer == time table
10. How much cost to answer == budget



## ورشة عمل كتابة خطة البحث

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### عشر إرشادات وعشر أسئلة هامة من أجل كتابة خطة البحث:

- 1- موضوع البحث هو عبارة عن السؤال الذي تبحث له عن إجابة.
- 2- الفرضية العلمية هي إجابة عن سؤال البحث.
- 3- النظرية هي مجموعة الإفتراضات المنطقية الضرورية لكي تكون الإجابة على سؤال البحث مقبولة.
- 4- مراجعة الأدبيات في موضوع البحث تبيّن إجابات سابقة على سؤال البحث توصلت إليها بحوث سابقة. كما يُعتبر ذلك أساس الفرضية البديلة في بحثك.
- 5- التعريف بالحاجة للبحث تكمن في النقص أو فيما إغفله الباحثون السابقون عند إجاباتهم عن سؤال البحث.
- 6- التعريف بمغزى البحث يكمن في التعبير عن أهمية الإجابة عن سؤال البحث.
- 7- منهج البحث هو الخطوات التي ستتبعها للإجابة عن سؤال البحث.
- 8- تقنيات التقييم هي الآليات التي تمكنك من معرفة ما إن كنت أجبت على سؤال البحث.
- 9- الجدول الزمني هو الوقت الذي ستستغرقه الإجابة على سؤال البحث.
- 10- الميزانية هي التكلفة التي تحتاجها للإجابة على سؤال البحث.

### عشر أسئلة:

- 1- ما أو ماذا = مشكلة البحث.
- 2- الإجابة = الفرضية العلمية.
- 3- لماذا هذه الإجابة = النظرية.
- 4- إجابات أخرى = مراجعة الأدبيات السابقة في موضوع البحث.
- 5- لماذا تعتبر الإجابات الأخرى غير ملائمة = الحاجة للبحث.
- 6- لماذا تجيب عن هذا السؤال بالتحديد = الدلالة أو المغزى.
- 7- كيف تجيب عن سؤال البحث = المنهج أو الطريقة.
- 8- كيفية معرفة أنك أجبت عن سؤال البحث = التقييم.
- 9- الوقت اللازم للإجابة عن أسئلة البحث = الجدول الزمني.
- 10- تكلفة الإجابة عن أسئلة البحث = الميزانية.

## Writing an Essay

Writing an essay in a clear and concise manner is one of the important skills a social science course requires that will continue to be useful to you. Your essay should be analytical rather than descriptive in that it should attempt to prove a central thesis. You will be demonstrating your ability to deal with concepts and information in a critical manner. It will not suffice to summarize and describe ideas. You must logically develop an argument using convincing evidence to support your thesis. Part of the purpose of a General Education course is to encourage you to think and write critically about what you read and hear. A well-written essay will receive better results than one which is awkward and hard to understand, even if the content appears to be the same in both.

### **THE INTRODUCTION**

If you write a clear and well-organized introduction, the rest of the essay will be much easier to write. State clearly and concisely the issues you are addressing. State briefly and chronologically (in the order you will follow) what you will do in the body of the paper. For example, if you are arguing for a particular position in a controversy, first state the issues in the controversy. Then assert your own position and summarize how you will support your position. If you choose to compare two or more things, specify what you are comparing, why you are comparing them, and what you will achieve by making the comparison. If you are answering a question, restate the question in your own words. The introduction should be short, clear and provide an outline for the rest of the paper. The following is an example of a good introduction:

*The publication of Richard Lee's work on the !Kung of the Kalahari desert has contributed significantly to correcting three misconceptions about foragers long held by anthropologists. In this essay I will first discuss each of these three misconceptions. Second, using specific examples from his work, I will evaluate Lee's contribution to correcting these misconceptions. Finally, I will argue that these misconceptions were linked to biases of particular schools of thought in anthropology.*

### **THESIS STATEMENT**

The thesis statement is the most important part of the introduction. It asserts the major point of your essay—what you are trying to demonstrate. The thesis statement takes the form of a brief argument outlining the logic that supports your position. If you have a clear thesis, you are likely to write a more coherent essay. Your essay must have a thesis.

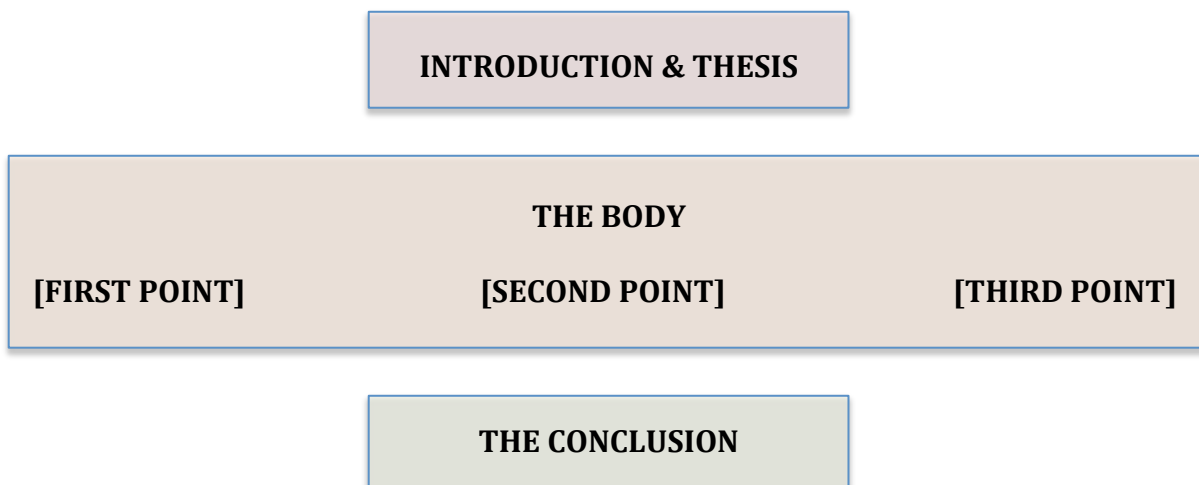
## **THE BODY**

The body of the essay is a logical development of the introduction. You simply do step by step what you said you would do in the introduction and in the same order you laid out. If you are evaluating a problem or issue, present the material relevant to the points you outlined in your thesis statement. Use the appropriate anthropological terminology giving definitions of specialized terms as needed. Use examples and information only if you can demonstrate how they advance the argument. One measure of critical thinking is your judgment of what is relevant information. Do not quote extensively. A measure of your understanding of the material is that you can say it in your own words. However, always reference ideas that are not your own. The body of the essay should be clear and coherent, following a logical progression. A test of good organization is that you cannot switch the paragraphs around without affecting the logic of the argument.

## **THE CONCLUSION**

The conclusion is a synthesis of your essay. You briefly restate the thesis, summarize how you supported your position and clearly state the conclusions that you have reached. Here you draw the whole essay together to demonstrate that you have achieved what you set out to do in the introduction. In the conclusion you may also suggest some of the more general theoretical or practical implications of the argument and findings. A solid conclusion indicates that you have control over the question, the argument and the evidence.

The structure of the essay might be pictured in this manner:





## كتابة خطة بحث علمي

إن كتابة خطة بحث علمي بأسلوب واضح وموجز تعد مهارة من المهارات الهامة التي يتطلبها مساق العلوم الاجتماعية كما أنها مهارة ستظل مفيدة لك طوال دراستك الأكاديمية. ينبغي أن تكون خطة بحثك لهذا الفصل تحليلية لا وصفية، ومن ثم تهدف إلى إظهار محورية فرضيتك العلمية. من خلالها سنظهر قدرتك على معالجة المفاهيم والمعلومات بأسلوب نقدي. لذلك لا تكتفي بتلخيص ووصف الأفكار. بل يجب عليك إبراز حجتك بطريقة منطقية مستخدماً أدلة مقنعة لدعم فرضيتك. إن هدفاً من أهداف فصل "التعليم العام" هو تشجيعكم على التفكير والكتابة النقدية عن كل ما تقرأ وتسمع. فالبحث المكتوب بشكل جيد ينال درجة أعلى من ذلك البحث الذي يصعب فهمه، حتى لو كان المحتوى يبدو واحداً في الحالتين.

### المقدمة (التمهيد)

إذا ما بدأت بكتابة مقدمة واضحة ومنظمة، فأعلم أن ما تبقى من خطة البحث سيكون سهل في كتابته. في البداية، اعرض بوضوح وبايجاز المواضيع التي ستتطرق إليها. ثم اذكر باختصار بحسب الترتيب الذي سنتبعه ما الفقرات التي نتحدث عنها في باقي الورقة. على سبيل المثال، إذا كنت تدافع عن موقف معين في موضوع شائك، في البداية حدد نقاط الخلاف، ثم قدم موقفك منها، بعد ذلك لخص الكيفية التي ستدعم بها موقفك هذا. أما إذا اخترت عمل مقارنة بين موضوعين أو أكثر، حدد المواضيع التي ستقارن بينها، ولماذا هذه المقارنة ضرورية، وماذا سيتحقق من خلال هذا المقارنة. وأخيراً، إذا كنت ستجيب عن سؤال، أعيد صياغة السؤال بأسلوبك الخاص. وعليه يجب أن تكون المقدمة قصيرة وواضحة وتعرض بشكل موجز بقية البحث. وفيما يلي مثال لمقدمة جيدة:

"ساهم بحث ريتشارد لي حول قبيلة كونج بصحراء الكالاهاري" إلى حد كبير في تصحيح ثلاثة من مفاهيم علماء الأنثروبولوجيا الخاطئة حول طرق معيشة صائدي وجامعي الطعام. سيتناول هذا البحث أولاً شرح كل من تلك المفاهيم الثلاثة الخاطئة. ثانياً، سوف أقوم بتقييم مساهمة الباحث ريتشارد لي في تصحيح تلك المفاهيم عن طريق استخدام أمثلة محددة. أخيراً، أزعّم أن تلك المفاهيم الخاطئة ترجع إلى ارتباطها المتحيز بمدارس فكرية معينة في علم الإنسان/ الأنثروبولوجيا."

## صياغة الفرضية أو النظرية

صياغة الفرضية أو النظرية هو أهم جزء في مقدمة خطة البحث. فهي تؤكد فكرتك الرئيسية، أي ما الذي تحاول أن توضحه أو تبرهنه. تصاغ هذه الفرضية أو النظرية في شكل حجة تحدد المنطق الذي يدعم موقفك. إذا كان لديك فرضية أو نظرية واضحة، فمن المرجح أن بحثك سيكون أكثر تماسكا. لا بد أن يكون لبحثك فرضية أو نظرية.

## جسم خطة البحث

جسم خطة البحث هو تطور منطقي للمقدمة. لذلك عليك بكل بساطة تنفيذ ما قررت القيام به في مقدمتك خطوة بخطوة وب نفس الترتيب الذي وضعته. فإذا كنت تقيم مشكلة أو موضوع، قدم الأبحاث العلمية ذات الصلة بالنقاط التي أوردتها في فرضيتك أو نظريتك. كذلك استخدم المصطلحات الأثنروبولوجية المناسبة، وعرف تلك المصطلحات المتخصصة إذا ما احتاج الأمر. أما بالنسبة للأمثلة والمعلومات فاستخدمها في حالة ما استطعت أن تشرح كيف يمكنها أن تفيد أو تساهم في توضيح فرضيتك. إن أحد معايير التفكير النقدي هنا هو حكمتك في اختيار الأمثلة والمعلومات الأكثر ارتباطاً ببحثك. لكن، يجب دائماً إسناد الأفكار إلي أصحابها في حال لم تكن أفكارك. هذا الجزء من خطة البحث ينبغي أن يكون واضحاً و متماسكاً، متبعاً فيه تطوراً منطقياً. يمكنك اختبار ما إذا كانت خطة البحث محببة جيداً عن طريق تبديل الفقرات فيما بينها لتجد أن ذلك لن يؤثر في منطقية الفرضية الذي تتناولها دراستك.

## الخاتمة

الخاتمة هي خلاصة بحثك العلمي. خلالها تعيد صياغة فرضيتك أو نظريتك بإيجاز، وتلخص كيف دعمت موقفك، وتوضح النتائج التي توصلت إليها. هنا يمكنك تجميع وإحكام نقاط البحث كلها معا لإظهار أنك قد حققت ما كنت تنوي القيام به في المقدمة. في الخاتمة قد تقترح أيضا بعض التضمينات النظرية أو العملية لفرضية بحثك ونتائجه. وختاماً، فإن الخاتمة المحكمة تدل علي تمكّنك من صياغة الفرضية أو النظرية، والحجة، والأدلة. بهذا تكون خطة البحث علي الشكل الآتي:

## المقدمة

جسم خطة البحث ويتكون من

المأخذ الأول - المأخذ الثاني - المأخذ الثالث

## الخاتمة



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