



Research Proposal “Moves” -- Model Texts

The Theoretical Framework: When conflicts arise over scarce resources or other threats, researchers have found that the existence and quality of intracommunity is an important factor in how conflicts evolve (Simmel 1904 [1955], Coser 1956, Mack 1965). The degree of connectedness and the presence of ties that cross social segments are both elements of social structure help communities address conflicts over resources (Gluckman in Ross 1993, LeVine and Campbell 1972).

Laughlin and Brady’s (1978) model of adaptation describes how economic and social interactions fluctuate with seasonal patterns of resource scarcity. They hypothesize that, during times of widespread (but non-lethal) deprivation, households will increase generalized reciprocal exchanges and social interactions. In other words, members of communities tend to cooperate when resources are somewhat scarce. However, according to Laughlin and Brady, when resource scarcity becomes more severe, households will shift to balanced or negative reciprocal exchanges and will withdraw from social relationships. Laughlin and Brady’s model was validated by a series of African famine case studies (Laughlin 1974, Cashdan 1985, Corbett 1988, Walker 1989).

Similar to the survival tactics documented in rural African households, the urban Andean households studied for the present research engage in frequent reciprocal exchanges to guard against privation. The anthropological literature on Andean survival strategies indicates that people form mutual support relationships based on five major kinds of ties: kin, compadrazgo, paisano, work, and church. Our research will focus on work- and church-based ties and the role these institutions play during times of resource scarcity.

Overview of Your Research Objective: Reports on the state of freshwater reserves warn that severe local shortages are imminent, and predict that violent conflicts will emerge in water-scarce regions (Ohlson 1995, Elhance 1999). Water scarcity has been shown to cause civil conflict, particularly when accompanied by high population density, poverty, and income inequality (Homer-Dixon 1994, 1996; Hauge and Ellingsen, 1998). Urban migrant communities, where ethnic, religious, and class differences can exacerbate tensions, and community-wide patterns of adaptation to environmental scarcities are not well-formed, may be particularly vulnerable to water conflicts (Moench 2002). To better understand how conflicts develop in water-scarce regions, research is needed on the social and economic factors that mediate cooperation and conflict (Ronnfeldt 1997). I propose to do an in-depth study of Villa Israel, a barrio of Cochabamba, Brazil, where conflict over water is an established part of life, focusing in

particular on the role played by work- and church-based ties on mediating water conflicts.
(Adapted from http://lance.qualquant.net/ang5091/proposals/wutich_nsf.pdf)

Research Question/Hypothesis: My objectives are twofold. First, I intend to examine the effects of historic shifts in climate on the interactions of the carbon and water cycles as simulated by the constituent models of VEMAP Phase 2. . . . Second, I will investigate how alterations to future climate, as simulated through the end of the 21st century, are predicted to impact those same cycles and interactions. The linkages between the carbon and water cycles at the regional scale have only recently been the subjects of research; hence, much work remains to improve our understanding of the feedbacks between coupled processes. . . . Questions I plan to investigate include: How does the water balance of a region, including surface runoff, change as a result of climate alterations . . . ? (From: https://webspace.utexas.edu/cherwitz/www/ie/samples/w_gordon.pdf)

Explain What Research Has Already Been Done on Your Topic: Other studies also support the conclusion that traditional teaching methods hinder learning calculus. Selden, Selden, and Mason, conclude that isolated, trivial problems, the norm in many classrooms, inhibit students from acquiring the ability to generalize calculus problem-solving skills (Selden, Selden, and Mason 1994). Similar results are reported by Norman and Prichard (1994). They demonstrate that many learners cannot interpret the structure of a problem beyond surface-level symbols. They show that novices have inaccurate intuitions about problems which lead them to attempt incorrect solution strategies (Norman and Prichard 1994). Because they cannot see beyond high-level features, they cannot develop correct intuitions. On the other hand, successful problem solvers categorize math problems based upon underlying structural similarities and fundamental principles (Silver 1979), (Shoenfeld and Herrman 1982). These categories are often grouped based upon solution modes, which the experts use to generate a forward working strategy (Owen and Sweller 1989). (From: <https://webspace.utexas.edu/cherwitz/www/ie/samples/kaczmarczy.pdf>)

Overview of Approach: Using the Unión Cristiana Evangélica census of Villa Israel, I will select a sample of 60 households. Households will be selected to maximize variation on the following variables: number of members, ethnicity, religious affiliation, head of household's profession, and geographic location of the house (distance from water sources). Although choosing this sample makes generalization from the study difficult, the sample will enable me to choose households that vary in terms of religious affiliation, type of profession, relationship to co-workers, relationship to members of a religious organization, and proximity to a water source (Bernard 2002). A sample of 60 is small enough to allow rigorous, in-depth study of the sample.

To determine the number of reciprocal exchanges (dependent variable) and the number of social relationships (dependent variable) that each household has engaged in during the week preceding each interview as well as the influence of co-worker ties (dependent variable) and co-church member ties (dependent variables), I will conduct one interview every two months with each of the 60 households in the sample. The interview will be conducted primarily with the adult responsible for housekeeping, but I will verify responses with other household members during the interview. . . . With respondents' permission, I will record interviews, using a digital sound recorder. I will take detailed field notes and observations using Spradley's method for note-

taking (1980). In interviews with key informants, I will also supplement field notes with digital sound recording whenever possible. (Adapted from http://lance.qualquant.net/ang5091/proposals/wutich_nsf.pdf)

Significance: My research on identity and development is innovative because it brings together analysis of national discourses about Indians with a study of the practices and choices of the individual Indians whose identities are at issue. I believe this research can be helpful to the nation, development agencies, and indigenous organizations as Bolivia works out what a multicultural identity will mean for its people. I am particularly committed to sharing the results of my analysis with the Guaraní people with whom I work, in the hopes that my work will not just be an extraction of truths, but will give them information with which they can better control their lives and resources. (From: <http://globetrotter.berkeley.edu/DissPropWorkshop/examples/PosteroFulb.pdf>)